R E P O R T R E S U M E S

ED 010 572 56

BUENA VISTA HIGH SCHOOL--DESCRIPTIVE ANALYSIS.

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REPORT NUMBER NDEA-VIIA-1130-15 PUB DATE 2 FEB 66
REPORT NUMBER BR-5-0738-15
REPORT NUMBER TM-1493/151/00
GRANT OEG-7-14-9120-217
EDRS PRICE MF-$0.18 HC-$3.28 82P.

DESCRIPTORS- *ENGLISH INSTRUCTION, GRADE 11, *INSTRUCTIONAL INNOVATION, *SYSTEMS ANALYSIS, *CLOSED CIRCUIT TELEVISION, HIGH SCHOOLS, COURSE ORGANIZATION, *TEAM TEACHING, SANTA MONICA, CALIFORNIA, SAGINAW, MICHIGAN

A DETAILED SYSTEM DESCRIPTION OF THE 11TH-GRADE ENGLISH COURSE WHICH COMBINES TEAM TEACHING WITH CLOSED-CIRCUIT TELEVISION AT THE BUENA VISTA HIGH SCHOOL IN SAGINAW, MICHIGAN, WAS PRESENTED. THE SECOND IN A SERIES OF THREE REPORTS, THIS REPORT PRESENTED AN ANALYSIS OF (1) COURSE OPERATING PROCEDURES, (2) TIME SPENT IN VARIOUS GROUPINGS AND ACTIVITIES, AND (3) ROTATION OF GROUPS, MATERIALS, EQUIPMENT, AND SPACE. FURTHER DESCRIPTIONS WERE GIVEN OF TELEVISION ACTIVITIES, ATTENDANCE CHECKING AND REPORTING, AND PERSONNEL AND JOB DESCRIPTIONS. FLOW CHARTS AND TABLES WERE INCLUDED. RELATED REPORTS ARE ED 010 571 AND ED 010 573. (RS)

ED010572

VII A - 1130
(6-0738)

The research reported herein was conducted under SDC's independent research program and supported in part by Grant 7-14-9120-217 from the Office of Education, U. S. Department of Health, Education, and Welfare.

TM-1493/151/00

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a working paper

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Buena Vista High School: Descriptive Analysis

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ABSTRACT

This document is the second in a series reporting work done with Buena Vista High School in connection with the study New Solutions to Implementing Instructional Media Through Analysis and Simulation of School Organizations. This document presents a detailed system description of the 11th-grade English course which combines team teaching with the use of closed circuit television.

* * * * * *

I. INTRODUCTION

In SDC Document TM-1493/101/00, Purpose and Strategy of the School Simulation Project, dated 19 December 1963, project personnel stated their intention of using system analysis and computer simulation techniques to investigate organizational modifications in education that support the use of instructional innovations. This 2 1/2 year study began with a nationwide survey of high schools to identify a select few that are demonstrating creative approaches in organizing their resources to use innovation. As a result of this survey, six specific schools, including Buena Vista High School in Saginaw, Michigan, were chosen for intensive study.

At Buena Vista High School, 11th-grade English was selected as being typical of the courses taught by closed circuit television and is the course reported in detail here.

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The 11th grade at Buena Vista High School has a membership of 187. Of these students, 151 are taught in the large television group. The remaining 36 meet in a traditional class. No deliberate separation is made into the two groups. The extra class is required because of schedule conflicts. Experience has shown that such an extra section usually is necessary for each subject area. In the case of 11th-grade English, a schedule conflict exists with band. This conflict accounts for the majority of the students in the traditional class.

Associated information pertinent to this analysis is presented in Appendixes A through E at the end of this report.

II. TECHNICAL DISCUSSION

A. COURSE OPERATING PROCEDURES

The operating procedures for 11th-grade English at Buena Vista High School appear fairly simple and straightforward. However, the rules which determine what will be done at a given time on a particular day become complex. Basically, the typical procedure calls for a 20 to 25 minute telelesson on Monday, Wednesday, and Friday. This telelesson is usually followed by a large group presentation utilizing an overhead projector. On Tuesday and Thursday the class meets in a large group for about five minutes while the assignment is made and the roll is checked. (Assignments are made on the assumption of 30 minutes per day of outside study.) Ordinarily, smaller groups are then formed for discussion purposes. As has been indicated, these described procedures are simple; however, the nature and frequency of exceptions require stochastic rules that add complexity to the basic pattern.

Figure 1 is a flow diagram depicting the basic pattern for 11th-grade English at Buena Vista High School.

On the first day of the term, students have orientation, go to their guidance groups, and then spend about 15 minutes simply locating each class (2AØ1). The second day, in a large group situation in English, they receive their seating assignments and are given a rules orientation (2AØ2). Texts are distributed on the third day (2AØ3). From then on, each day begins in one of two ways. If the day is a Monday, Wednesday, or Friday, a probability* of .86 exists that 11th-grade English will begin with a telelesson (2XØ4 to 2AØ5). About one percent of the time the telelesson takes the entire period (2XØ6 to

*Probabilities are reported as the actual obtained values for the 1964-1965 year's work. The reader should recognize that these are only rough approximations of a long-term reality.

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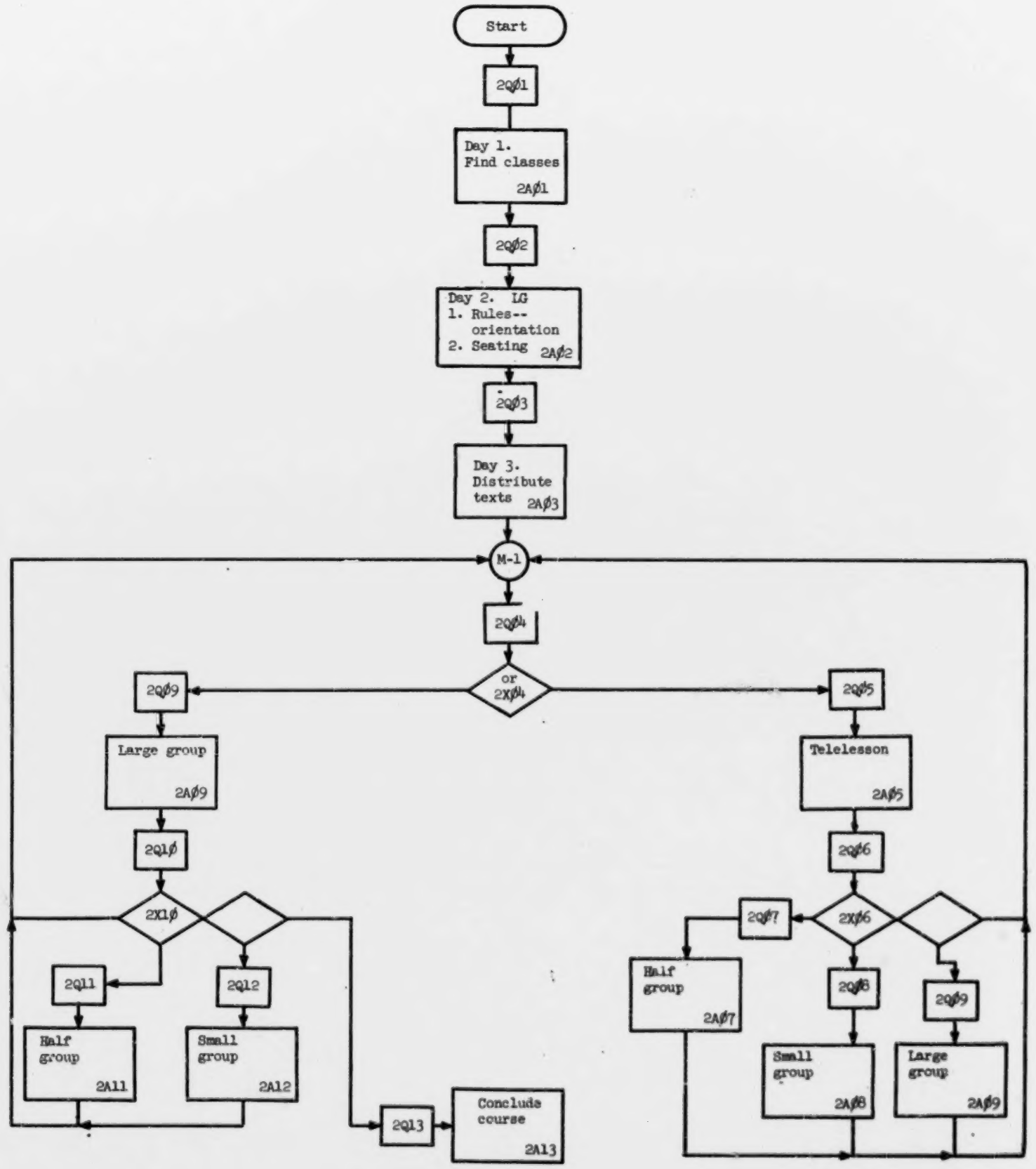

Figure 1. Operating Procedures for 11th Grade English at Buena Vista High School

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M-1); two percent of the time the class splits into half groups following the telelesson (2XØ6 to 2AØ7); seven percent of the time the class splits into small groups (2XØ6 to 2AØ8); the remaining 90% of the days the rest of the period is spent in a large group (2XØ6 to 2AØ9).

On Tuesdays and Thursdays, and 14% of the time on Mondays, Wednesdays, and Fridays, class begins and spends five minutes in a large group mode (2XØ4 to 2AØ9). On a Monday, Wednesday, or Friday, if class begins as a large group, 67% of the time it remains as a large group (2AØ9) until the period ends (2X1Ø to M-1); 13% of the time they split into half groups (2X1Ø to 2A11); and 20% of the time they form small groups (2X1Ø to 2A12). On all Tuesdays and Thursdays, class begins in large group mode (2XØ4 to 2AØ9) to permit roll-taking. Twenty-one percent of the time the class remains as a large group (2AØ9) until the end of the period (2X1Ø to M-1); four percent of the time they form half groups (2X1Ø to 2A11) and 75% of the time they form small groups (2X1Ø to 2A12).

At the end of the year the course is concluded (2X1Ø to 2A13).

B. TIME SPENT IN VARIOUS GROUPINGS AND ACTIVITIES

One of the more interesting contrasts between the Buena Vista High School and a traditional school is the amount and percent of time spent in various groupings and activities. Because of the nature of the program at Buena Vista, a rather accurate record is kept, at least in 11th-grade English, of the daily activities and the time spent on each. The times reported here represent a summary of a combination of time actually spent on a day-by-day basis during September through the early part of January, and Mr. Tuck's (team leader for 11th-grade English) estimate of the day-by-day requirement for the remainder of the year. These two sets of figures, actual for the first part and predicted for the second part of the year, agree sufficiently well that they have been combined for presentation.

The material in Table 1 shows the time spent in various kinds of groupings, as indicated in the first column. These groupings are for the telelesson; large group instruction; half-group instruction (in which the total group is split into one group of about 80 students and another of approximately 70); and small group instruction (in which three groups are formed with Mr. Tuck taking approximately half of the total group and with the teacher and the intern each taking approximately one-fourth of the total).

In the Buena Vista program the emphasis is on television instruction, with approximately one-fourth of the instructional time being spent in the telelesson; however, a slightly larger percent of the total class time is spent in small group instruction, and a much larger percent--almost half of the total--is spent in large group instruction. This comparison, if left unexplained, is very misleading. Table 2 shows the time and percent-of-time breakdowns for various activities in the different kinds of groupings.

Table 1

Time Spent in Each of Several Different Groupings

Type of Group	Time (in Minutes)	% of Time
Telelesson	2105	23.5
Large group	4140	46.3
Half group	195	2.2
Small group	2510	28.0
	8950	100.0

Table 2

Time and Per cent of Time Spent in Different Activities in Various Types of Groups

	TYPE OF GROUP													
	Telelesson			Large Group			Half Group			Small Group			Total	
Activity	Time	% of Total Time	% of Tele-lesson Time	Time	% of Total Time	% of L.G. Time	Time	% of Total Time	% of H.G. Time	Time	% of Total Time	% of S.G. Time	Time	% of Total Time
Lecture	1645	18.4	78.1	410	4.6	9.9							2055	23.0
Discussion				25	.3	.6	150	1.7	76.9	2140	23.9	85.2	2315	25.9
Test	10	.1	.5	1175	13.1	28.4							1185	13.2
Assign	10	.1	.5	435	4.9	10.5							445	5.0
Correct	20	.2	1.0	405	4.5	9.8	25	.3	12.8	70	.8	2.8	520	5.8
Study				795	8.9	19.2	20	.2	10.3	45	.5	1.8	860	9.6
Panel	390	4.4	18.5	30	.3	.7							420	4.7
Audio				305	3.4	7.4							305	3.4
Miscellaneous	30	.3	1.4	560	6.3	13.5				255	2.8	10.2	845	9.4
Total	2105	23.5	100.0	4140	46.3	100.0	195	2.2	100.0	2510	28.0	100.0	8950	100.0

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The left-hand column of Table 2 lists different activities conducted by the 11th-grade English teacher at Buena Vista High School. The other major columns represent the types of groupings used--telelesson, large group, half group, small group, and total. Under each of the major column headings are three subheadings--time spent in each activity, the percent that this represents of the total time, and the percent that time in this activity represents of the time in this grouping. For example, of the 2105 minutes spent in the telelesson grouping, 1645 represent lecture time. This is 18.4% of the total time in the course and 78.1% of the telelesson time. As another example, of 4140 minutes spent in large group instruction, 1175 are in testing. This is 13.1% of the course time and 28.4% of the large group instruction time.

Of particular interest in Table 2 is the "Total" column. From figures given in this column we see that approximately one-fourth (23.0%) of the course time is spent in lecture and another fourth (25.9%) is spent in discussion. Testing consumes the third largest percentage of time (13.2%) followed by study time (9.6%), miscellaneous activities (9.4%), correcting tests (5.8%), making assignments (5.0%), holding panel discussions (4.7%), and listening to various types of recordings (3.4%).

Most telelesson time (78.1%) is spent in teacher lecture; however, panel discussions also account for a sizable share of this time (18.5%). Time in large group instruction is spread out more evenly over a range of activities, with the largest block (28.4%) being spent in testing, followed by study time (19.2%), miscellaneous activities (13.5%), making assignments (10.5%), teacher lecture (9.9%), correcting tests and other exercises (9.8%), and various types of audio presentations (7.4%).

Relatively little time (less than 200 minutes), is spent in the so-called half group. Of the time in the half group, the majority is in discussion (76.9%) followed by correcting exercises (12.8%), and study time (10.3%).

Of the 2510 minutes of small group time, by far the largest amount (85.2%), is in discussion. Miscellaneous activities account for 10.2%, with the remainder going to correcting (2.8%) and studying (1.8%).

The times and percents of time utilized in various ways at Buena Vista High School are important because they help us understand problems of staff, space, and equipment utilization. This becomes particularly crucial as attempts are made to conceptualize and plan possible modifications in the present system.

C. ROTATION OF GROUPS

For smaller group work, the class is divided into four subgroups. These subgroups alternate among the various instructions in the following fashion:

	Week 1		Week 2	
Group No.	Tuesday	Thursday	Tuesday	Thursday
1	Erdman	Tuck	Horn	Tuck
2	Horn	Tuck	Erdman	Tuck
3	Tuck	Erdman	Tuck	Horn
4	Tuck	Horn	Tuck	Erdman

Thus, each group works with the teacher and with the intern once every two weeks; however, each group is with Mr. Tuck every week. The purpose of this rotation is to give the students and teachers an opportunity to become acquainted with each other.

D. MATERIALS, EQUIPMENT AND SPACE

Four sources of printed materials form the basis for most student reading and assignments. These four sources are as follows:

Text - United States in Literature. R. C. Pooley. Scott, Foresman and Company, 1957.

Practical English. Weekly publication of Scholastic Magazine. Mr. Tuck utilizes mainly the four- and five-page workbook section plus selected essays.

Plain English Handbook. McCormick-Mathers, Wichita, 1959.

Student Handbook for Study of Literature. Henry Holt Company. (This is actually designed for use in the ninth-grade course, but Mr. Tuck finds it very useful with the eleventh-grade class, where he uses selecte sections. About 80 copies are available in the library.)

In addition to the text and other printed materials available to the students, Mr. Tuck makes extensive use of supplementary materials. For use in his lectures, Mr. Tuck has approximately 500 slides, 400 flat pictures, and 200 to 250 illustrations prepared by Mrs. Haenlein.

Equipment used in 11th-grade English is not limited to television. Every time the class meets as a total group a microphone is used. Almost every day Mr. Tuck employs a Vu-graph overhead projector. Periodically, he also uses a

motion picture projector, a tape recorder, or a record player. These latter items are available on a check-out basis. The media used most frequently by Mr. Tuck are television, the Vu-graph, and the microphone.

At Buena Vista, the 11th-grade English class meets in a room with dimensions of approximately 55 by 80 feet. Folding doors can be used to partition this large room into two rooms 40 by 55 feet in size. When the class is split into half groups, the two rooms are used. When the class is divided into three groups, the two rooms are used and the third group meets in the cafeteria.

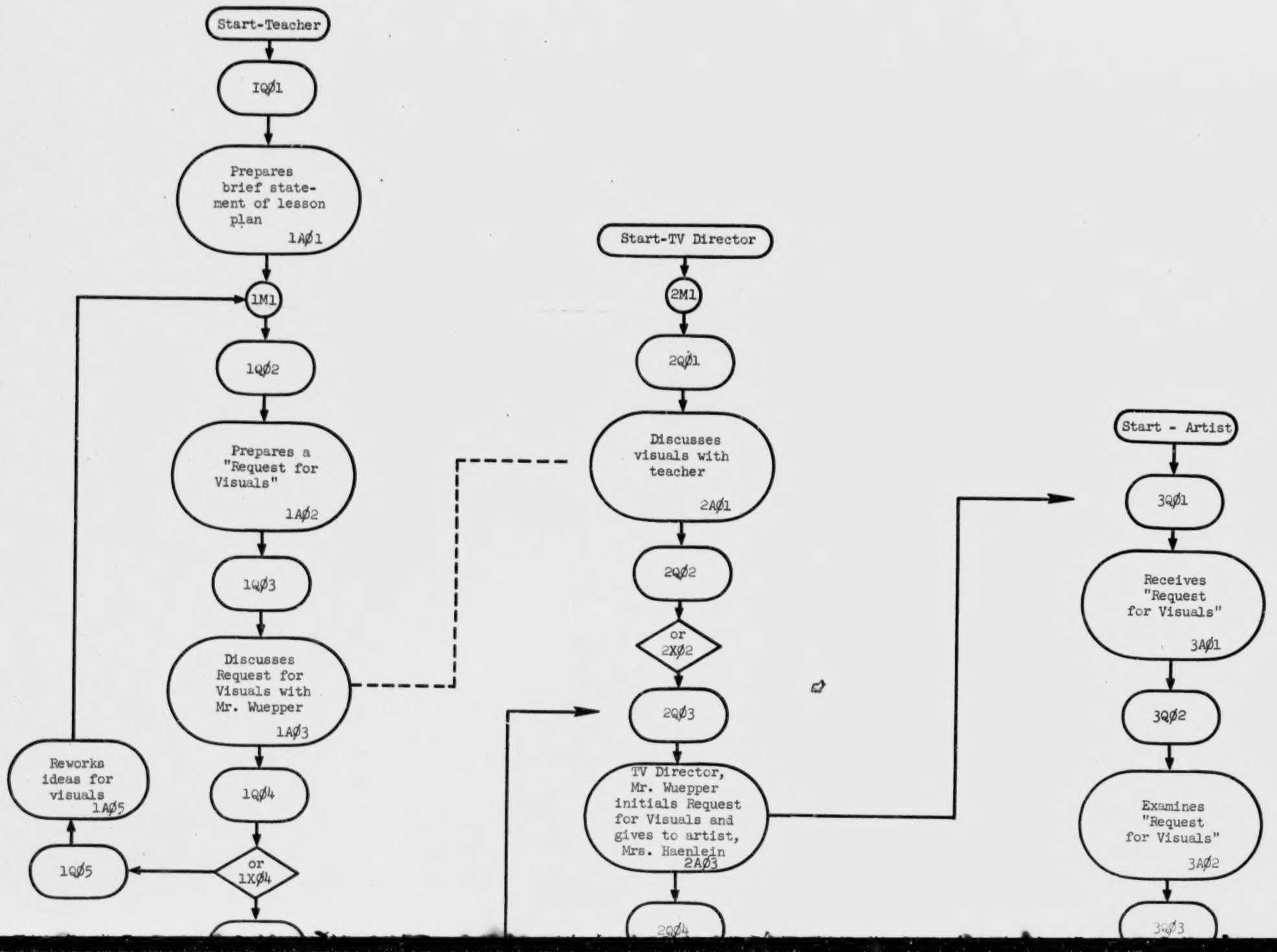
III. RELATED SUBSYSTEMS

A. TELEVISION ACTIVITIES

1. General Procedures

As already indicated, the focus at Buena Vista High School is on closed circuit television. Most of the courses having a large enrollment utilize the closed circuit facility. To permit maximal usage and at the same time to provide adequate controls, certain standard procedures have been developed. These procedures are described in Figure 2.

In preparation for the telelesson on any given day, the teacher first prepares a brief statement of the lesson plan (1AØ1). After the plan is prepared, the teacher must perform two tasks: he must decide what visual aids are required for the lesson and file an appropriate request form, and he must fill out a script form to be used by the television director. Which of these tasks is completed first is immaterial, but since the "request for visuals" is required earlier, it appears next in the flow diagram (1AØ2). When the teacher has filled out the "request for visuals" form (Figure 3), he discusses it with Mr. Wuepper (1AØ3 and 2AØ1) who initials the agreed-on request and gives it to the artist, Mrs. Haenlein (2AØ3 and 3AØ1), unless changes are required (1XØ4 to 1QØ5), in which event the teacher reworks his ideas for the visuals (1AØ5) and then resubmits them (1M1 to 1AØ2 and 1AØ3). (This form usually must be submitted at least two days before the telelesson is to be presented. In some instances, as for example in the mathematics program, a three-week unit is planned and submitted at one time.) When the Request for Visuals is in satisfactory form, it is submitted to Mr. Wuepper (1AØ8). When Mrs. Haenlin receives the Request for Visuals (3AØ1), she examines it to determine whether the request is clear and can be met (3AØ2). Should she have any question on the request for visuals, the artist discusses it with Mr. Wuepper (3XØ3 to 3AØ4). When she is ready to do so, and on completion of the conference, if one is necessary, Mrs. Haenlein either takes the appropriate visuals from her file (3XØ5 to 3AØ6), constructs the needed visuals (3XØ4 to 3AØ7), or does both.


Start-Teacher
IQØ1
Prepares brief statement of lesson plan
1AØ1
1M1
1QØ2
Prepares a "Request for Visuals"
1AØ2
1QØ3
Discusses Request for Visuals with Mr. Wuepper
1AØ3
1QØ4
or 1XØ4
1QØ5
Reworks ideas for visuals
1AØ5
Start-TV Director
2M1
2QØ1
Discusses visuals with teacher
2AØ1
2QØ2
or 2XØ2
2QØ3
TV Director, Mr. Wuepper initials Request for Visuals and gives to artist, Mrs. Haenlein
2AØ3
2QØ4
Start - Artist
3QØ1
Receives "Request for Visuals"
3AØ1
3QØ2
Examines "Request for Visuals"
3AØ2
3QØ3

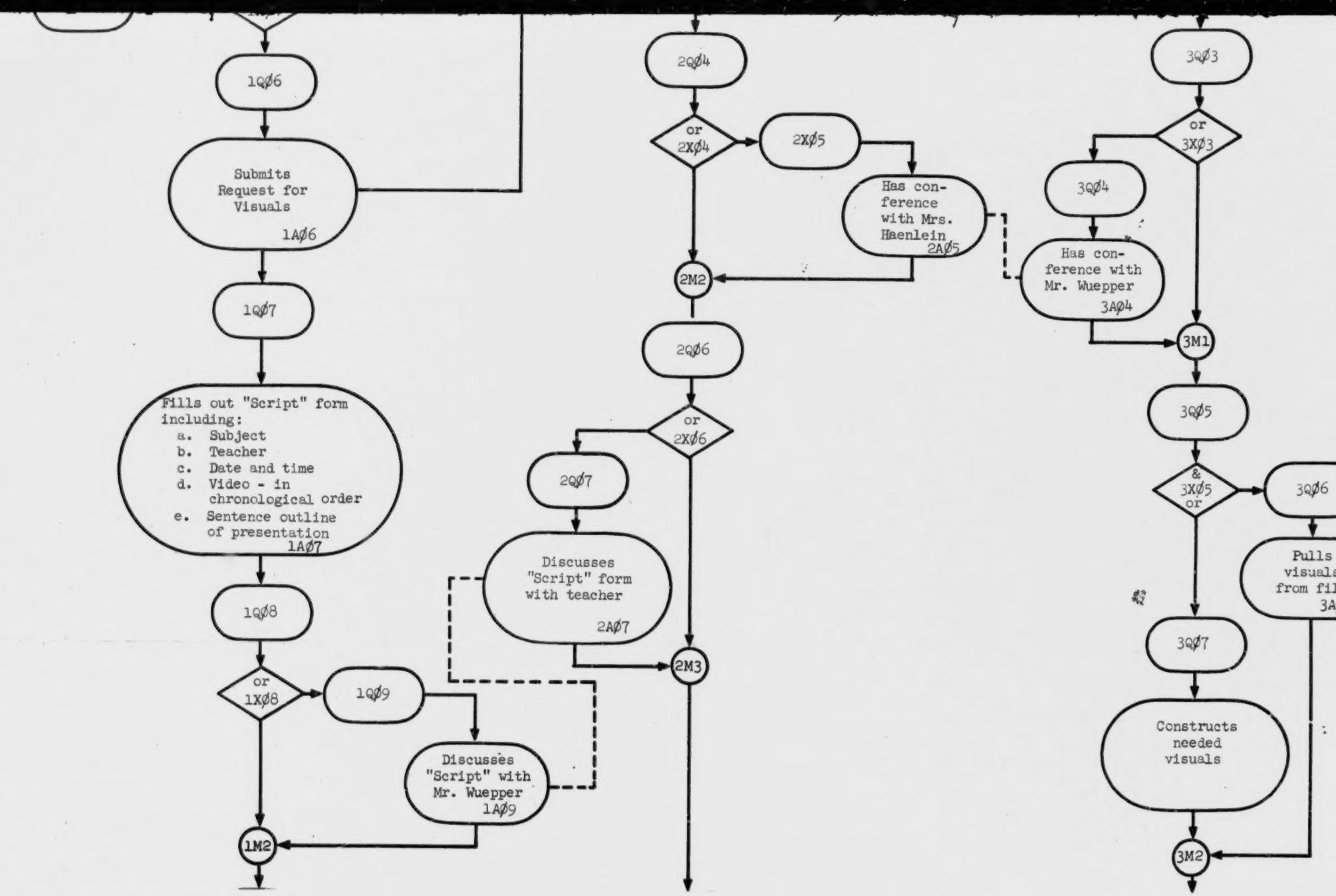


Figure 2. Preparation and Presentation of Telelesson

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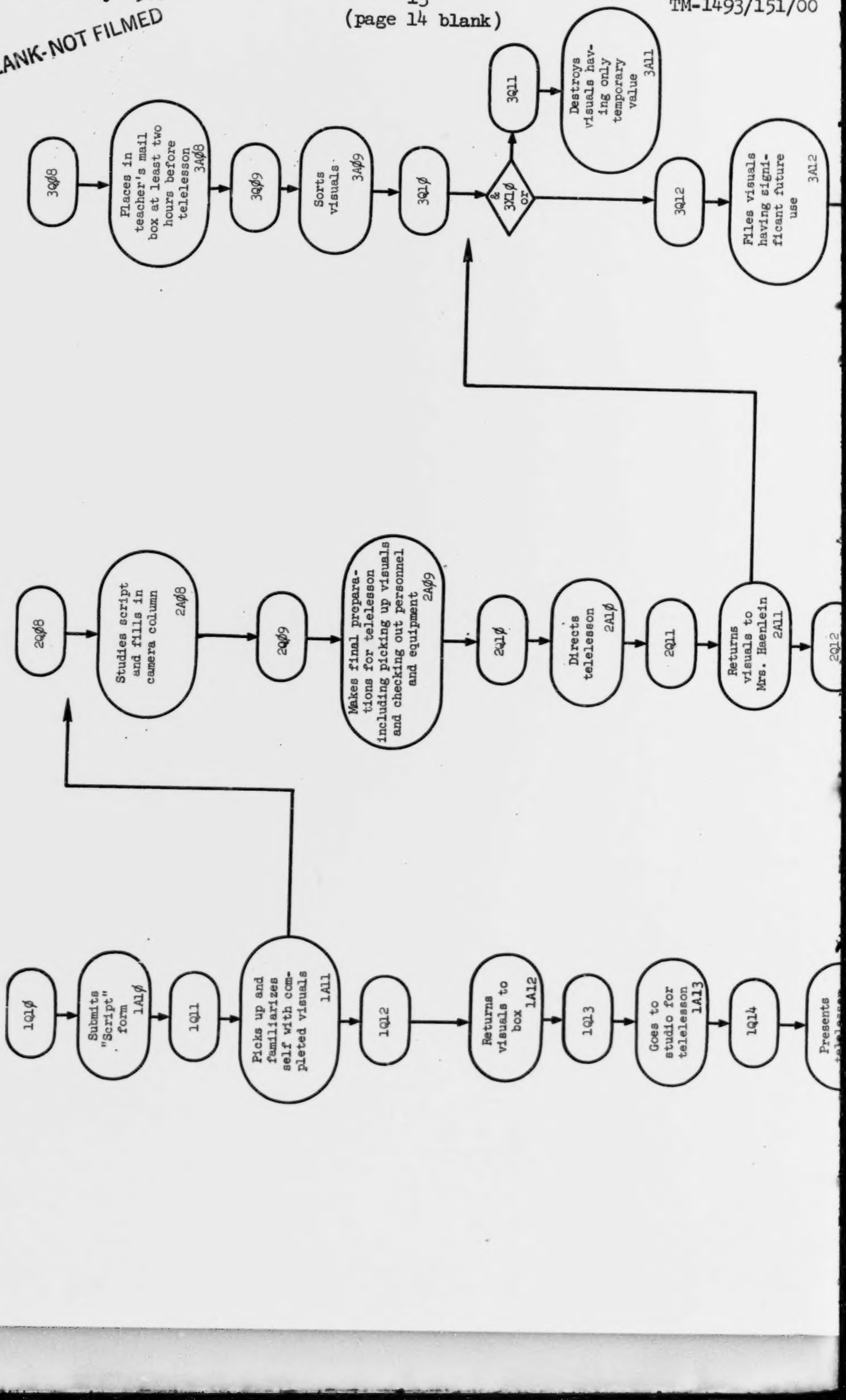

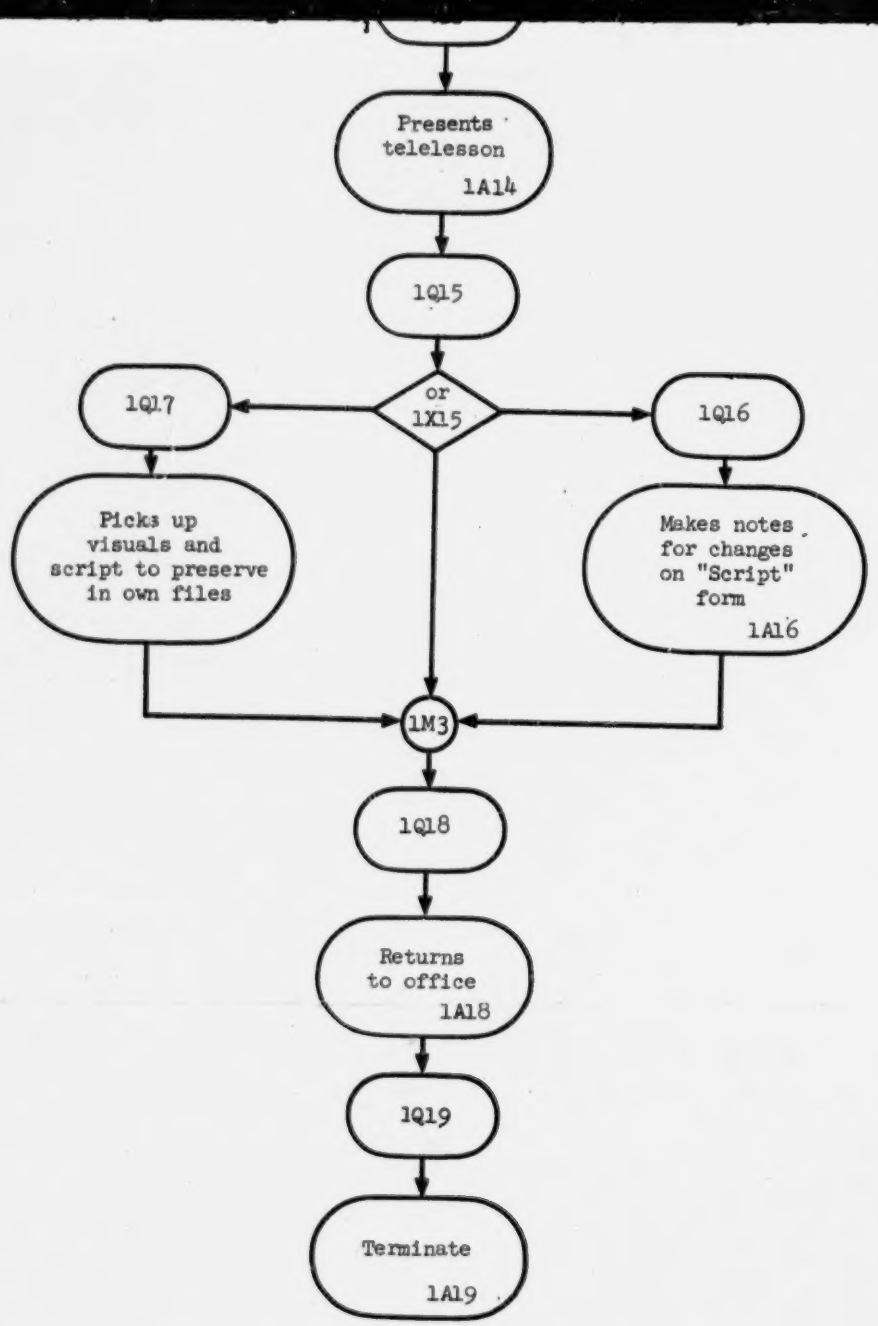

Figure 2. Preparation and Presentation of Telelesson (Cont'd.)

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REQUEST FOR VISUALS

TEACHER SUBJECT

DATE	DESCRIPTION OF VISUALS	DATE NEEDED	TIME

Figure 3. Request for Visuals Form

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The next step is for the teacher to fill out a script form (Figure 4) including the subject, the teacher's name, the date and time, a sentence outline of the presentation (audio column) to guide the director on the video, and the video sequence (in chronological order). If the teacher is unsure about his script form, he may discuss it with Mr. Wuepper (1XØ8 to 1AØ9 to 2XØ6 to 2AØ7). In either case, he next submits the script to Mr. Wuepper (1A1Ø). (This form usually must be turned in at least one day before the telelesson is presented. When students prepare the lesson with the teacher's help, however, the schedule is made shorter. Sometimes the script doesn't come in until just before going on.)

When Mrs. Haenlein has completed the visuals, and this must be at least two hours before the telelesson is presented, she puts them in the teacher's mail box (3AØ8). (Frequently, the visuals are completed and checked much earlier than this.) During the final two-hour period before the material is presented, the teacher picks up the completed visuals, familiarizes himself with them (1A11), and then returns them to the box (1A12).

In the final half hour before presentation, after the preceding telelesson has been concluded, Mr. Wuepper makes final preparations for the telelesson, including picking up the visuals and checking the equipment, cameramen, and actors (2AØ9). Just prior to air time the instructor appears at the studio (1A13) and, at the appropriate time, presents the telelesson (1A14) with Mr. Wuepper directing (2A1Ø).

On completion of the telelesson the instructor may make notes for suggested changes on the script form (1X15 to 1A16) and then return to his office (1A18), he may pick up the visuals and script to preserve in his own files (1A17), or he may feel that all went well, but leave the visuals and script with the television people. This represents the conclusion of this telelesson for the instructor (1A19).

When the telelesson is finished, Mr. Wuepper returns the visuals to Mrs. Haenlein (2A11) and then is ready to begin the next lesson (2A12). Mrs. Haenlein receives and sorts the visuals (3AØ9), destroying those that have no future value (3X1Ø to 3A11) and filing those which may be used again (3X1Ø to 3A12). She is then ready to return to other activities (3A13).

2. Crew Time Required for Telelesson

The amount of time required on the part of television personnel for a given course depends somewhat on the nature of the course and the experience and demands of the teacher. For 11th-grade English, Mr. Wuepper made the following estimates, per week:

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SCRIPT

SUBJECT	DATE	TEACHER	TIME

CAMERA	VIDEO	AUDIO

Figure 4. Script Form

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Function	Time (in hours)
Preparation	.5 to .75 (Time is much more for an inexperienced teacher)
Set-up Time	.5
Running Time	1.25
Constructing Visuals	6 to 7
Total	8.25 to 9.50

3. Exceptions to the 25-Minute Telelesson

As has been indicated, the telelesson is scheduled for 25 minutes and normally lasts no longer than this;* however, on some occasions the instructor may have a special reason to want a longer period. Sometimes he may even want to use the entire class period. Initially, only Mr. Blue could approve such requests, but they have proved to be so infrequent that now Mr. Wuepper can approve them. If an instructor appears to be abusing this privilege, Mr. Wuepper can refer him to Mr. Blue, but apparently in actual practice this has not happened.

B. ATTENDANCE CHECKING AND REPORTING

In almost any school one of the detailed duties in which teachers become involved is the checking and reporting of attendance. The large classes at Buena Vista complicate this task over the parallel function in a traditional school. Attendance accounting, as it operates in Buena Vista High School in 11th-grade English, is depicted in Figure 5.

At the beginning of the school year, the person who checks attendance, in this instance Miss Horn, is given a deck of Hollerith cards for the class which meets first period (1AØ2) and a class listing for those classes which meet later in the day (1AØ3). On the first or second day of the term, students are assigned seats (1AØ4) and a seating chart is constructed (1AØ5) for each class.

*The 25-minute telelesson has a dual rationale. First, it is felt that from the students' standpoint, the telelesson should last only about half of the period. A longer session could cause them to lose interest and become restless. Second, an interval in between shows is a necessity so the television crew can prepare the equipment, relax for a few minutes, and then get ready themselves for the next presentation.

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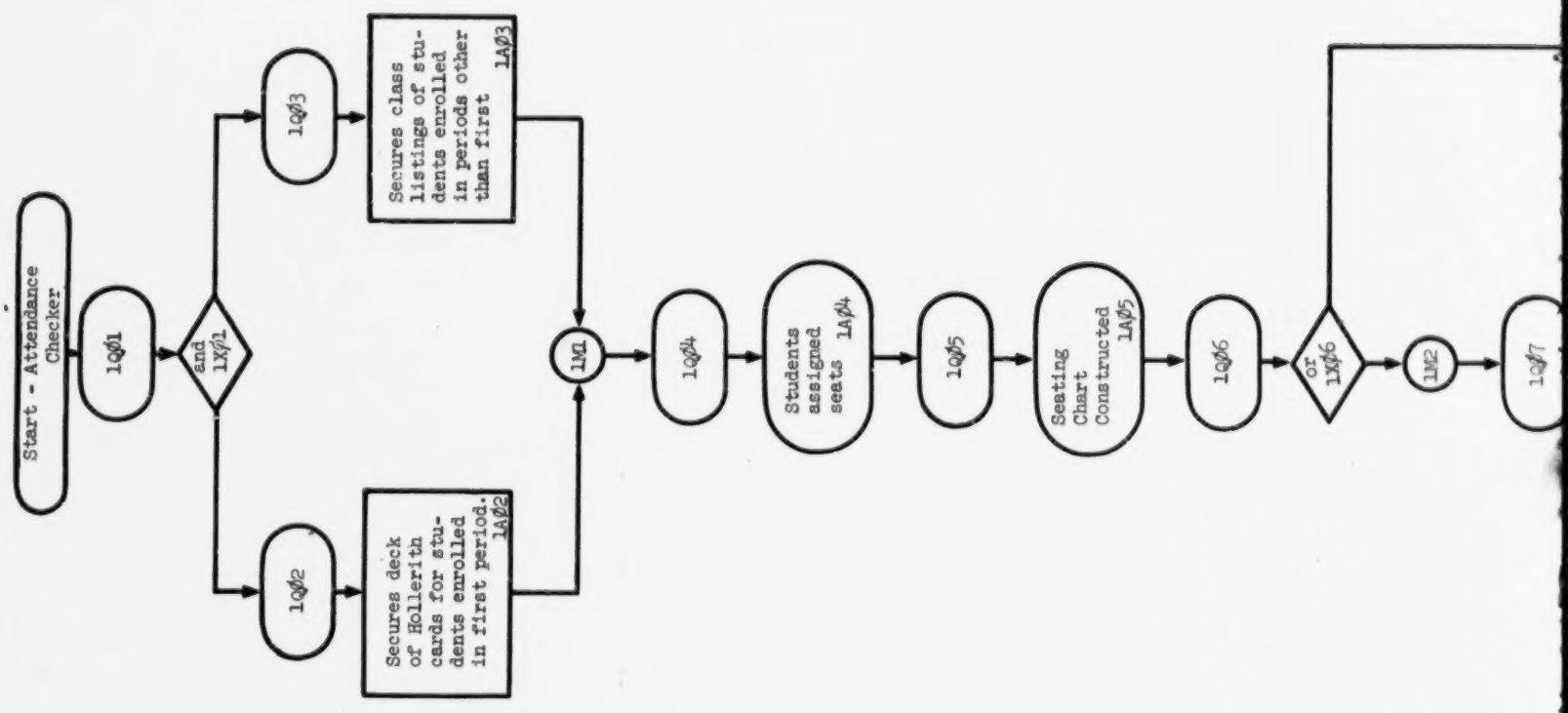

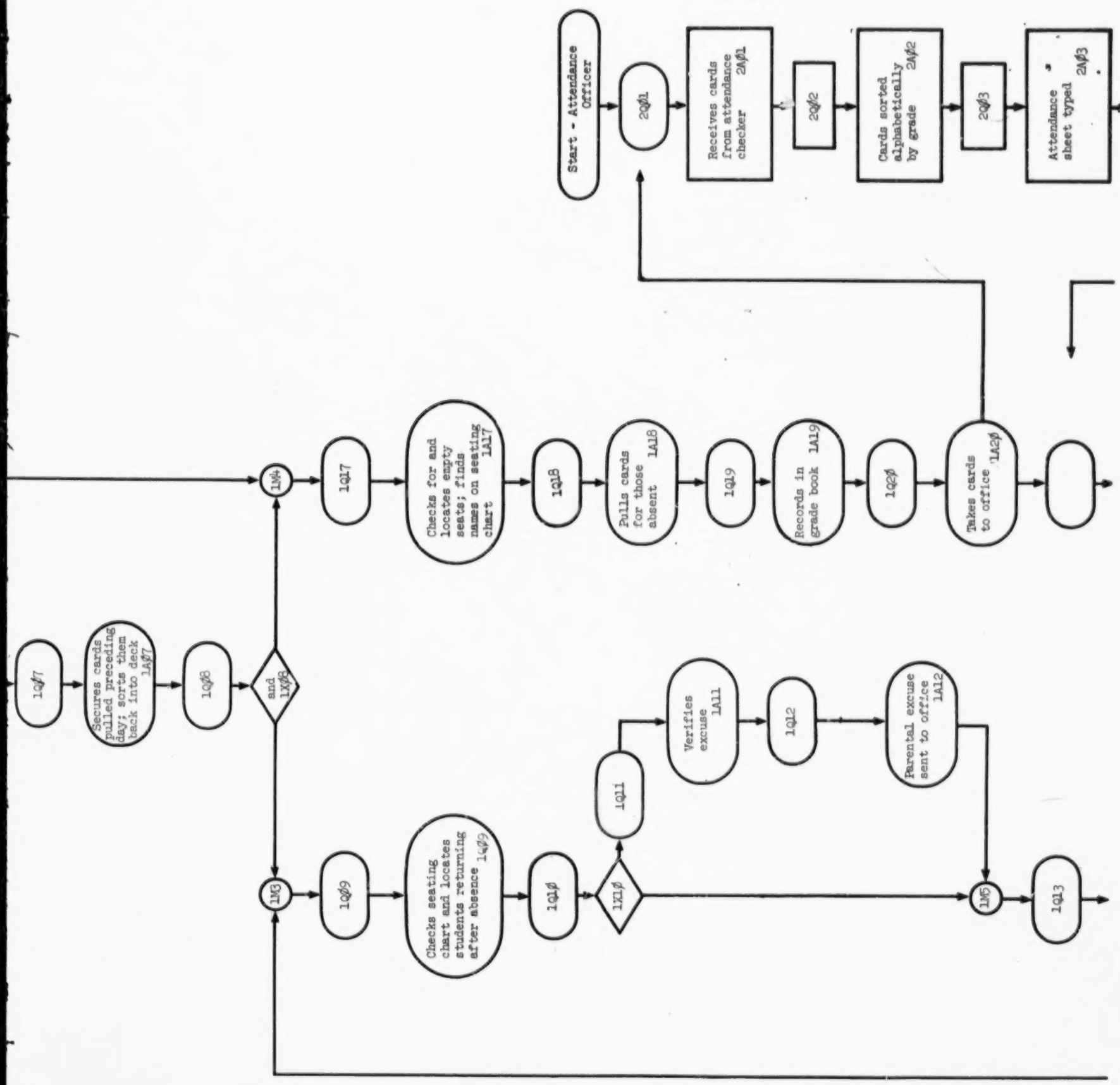

Figure 5. Attendance Checking and Reporting
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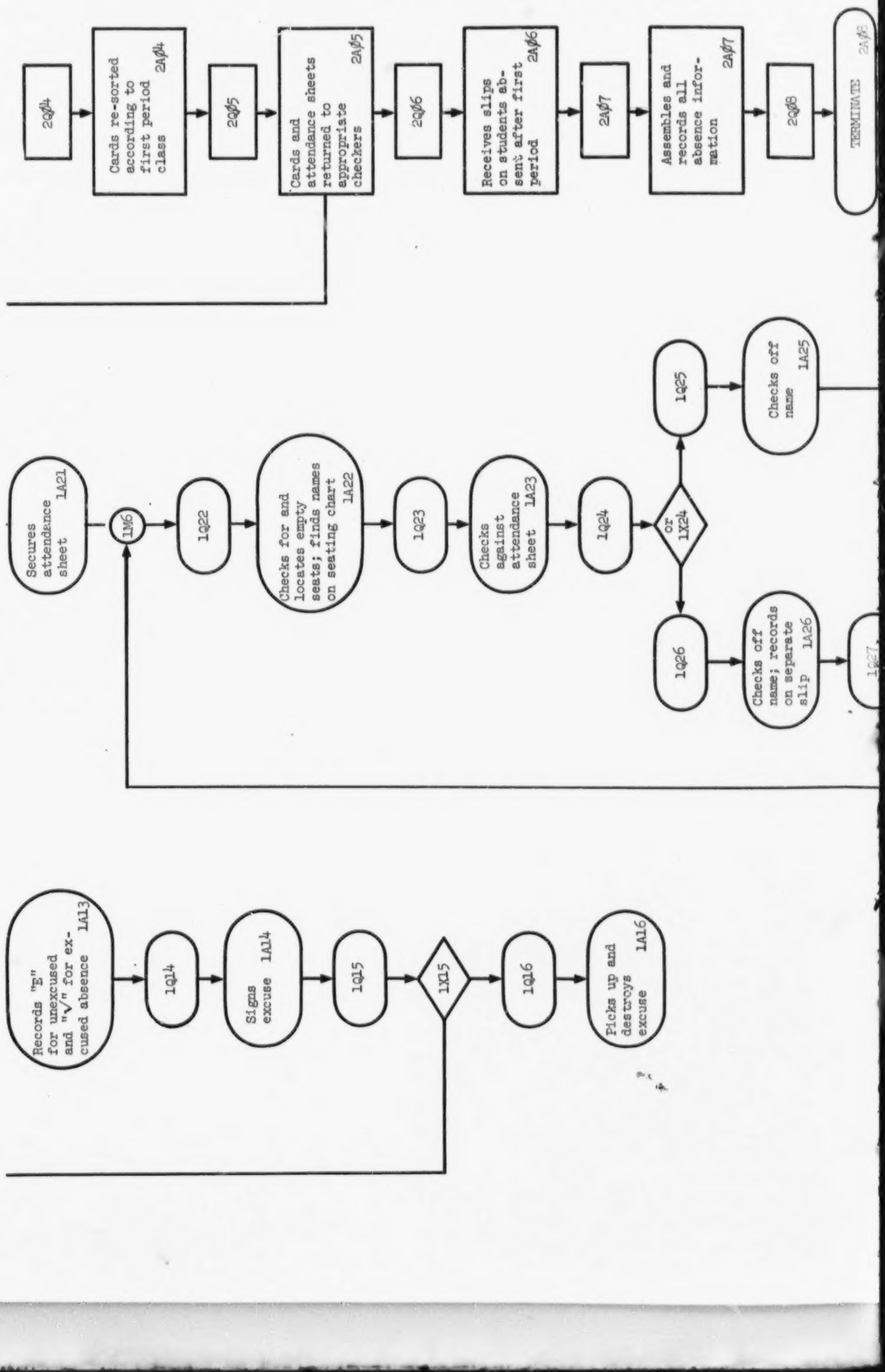

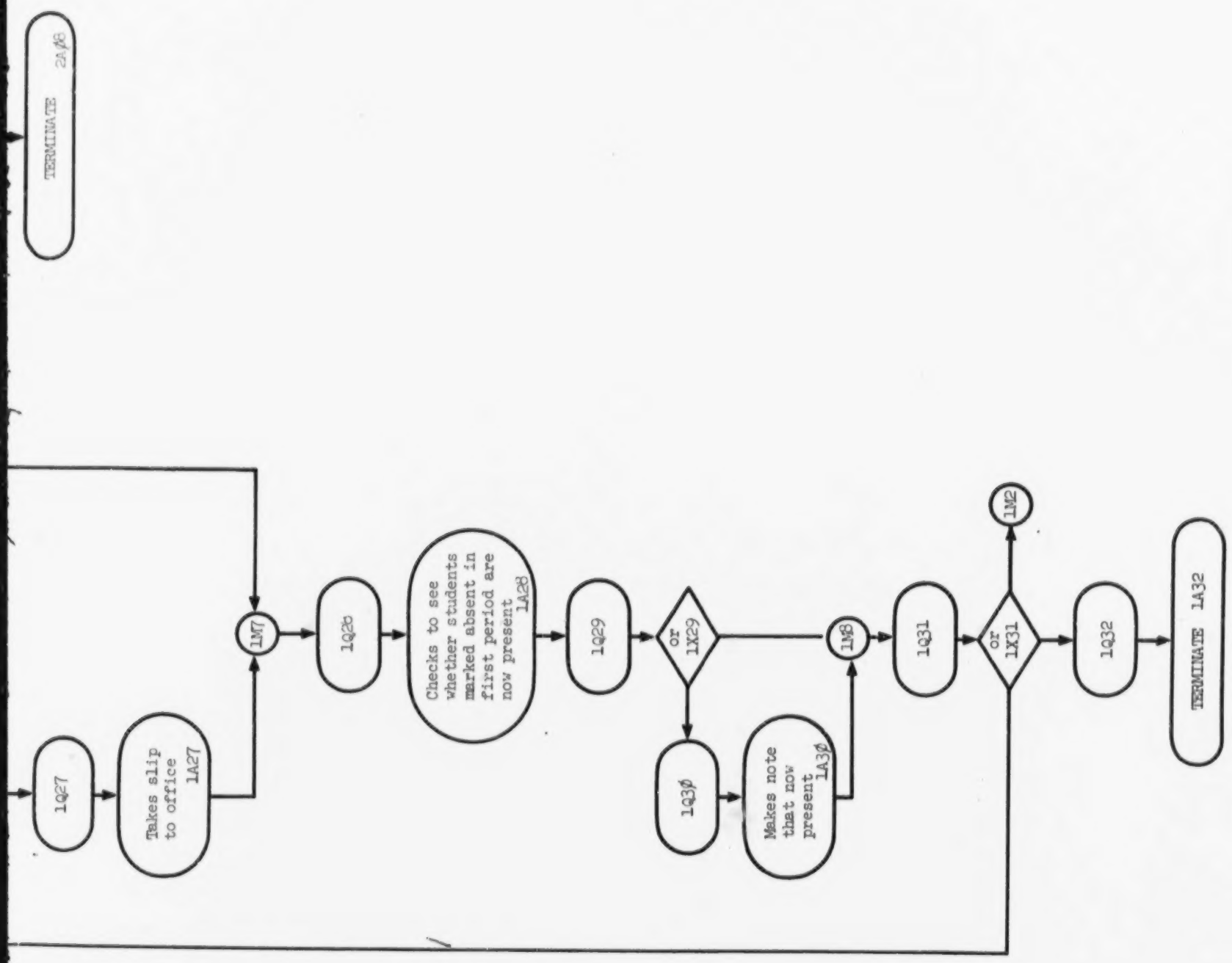

Figure 5. Attendance Checking and Reporting
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On the first day the seating chart is used (1XØ6 to 1A16), in the first-period class the attendance checker looks for and locates empty seats and then finds the names from the seating chart (1A16). She then pulls the cards for absent students (1A17), records their absence (1A18), and takes the cards to the attendance office (1A19).

In the attendance office the cards are received (2AØ1), sorted alphabetically by grade level (2AØ2), and then an attendance sheet, containing the names of those absent, is typed (2AØ3). The cards are next resorted according to the first-period class (2AØ4) and the cards and attendance sheets are then returned to the appropriate attendance checkers (2AØ5).

For each class other than those meeting during the first period, the attendance checker, on finding an empty seat and determining from the seating chart who is absent (1A21) checks against the attendance sheet to learn whether the student also missed the first period (1A22). If he did, the checker simply indicates his absence in the roll book (1A24). If the student was not indicated as being absent in the first period (1X23 to 1Q25), the checker records the absence in her roll book and also fills out a separate slip for the attendance office, indicating this new absence (1A26).

When an accounting has been made of all absences, the checker follows up to see whether any students marked absent earlier are now in attendance (1A27). If there are, she notes this (1A29). At the conclusion of the last class period on the first day of using the seating chart, the attendance checker is through with this function until the next day (1X3Ø to 1M2).

On days subsequent to the first one for which the seating chart is used, the attendance checker first secures the cards pulled the preceding day and sorts them back into the deck (1AØ7). She then proceeds through the function described above (1A16 through 1A3Ø), but she also must check on excuses. This process is described in activities 1AØ9 through 1A15.

In accounting for students returning after absences, the checker first locates such students (1AØ9) and then, if the class meets during the first period, she verifies the excuse and makes out a standardized excuse--white for excused and pink for unexcused (1A11). The excuse from the parent is sent to the office where it is filed (1A12). Her next step is to make a record if the absence was excused or unexcused in her roll book (1A13) and then sign the excuse (1A14). This process is repeated (1X15 to 1M3) until the last period of the day where the checker picks up and destroys all excuses (1A16).

C. PERSONNEL AND JOB DESCRIPTIONS

An understanding of the roles and functions of various key personnel is essential to a clear perception of any system. In this section such functions, related to 11th-grade English, are listed for the principal, assistant principal, team leader, teacher, intern, television director, television technician, and artist.

1. The principal's functions are:

   a. Make any change to the general school daily schedule, an individual teacher's schedule of classes, or to a student's class schedule or subjects.

   b. Provide for substitute teachers in the event of a teacher's absence because of illness or other reasons. This applies for any period or part of the school day that the teacher may be absent.

   c. Receive requests from teachers for any instructional supplies that may be needed.

   d. Enroll new students and send transcripts of credits for students transferring to other schools.

   e. Provide for starting new courses or discontinuing any.

   f. Order textbooks and consider any new adoptions.

   g. Receive reports of instructional classroom problems with individual students who are not making satisfactory academic progress.

   h. Process the six weeks' attendance summary reports and final reports at end of school year.

   i. Interview new teachers and recommend employment of teachers on the high school faculty.

   j. Approve exceptions to the 25 minute maximum telelesson.

2. The assistant principal's functions are:

   a. Secure the daily attendance and process the absence cases.

   b. Receive reports from teachers of disciplinary cases and take whatever action is considered necessary.

   c. Receive reports of any improper student use of the building or other school property, and any damage caused by student's carelessness.

   d. Excuse students during the school day from classes or study hall.

3. The team leader's functions are:

   a. Provide over-all leadership in planning, presenting, and evaluation of the course.

   b. Provide liaison between the team and the television director, including submission of forms, discussion of telelesson content, etc.

   c. Provide primary liaisons between team and school administration including requests for changes in texts, etc.

   d. Supervise activities of other team members.

   e. Be the leader in planning the team's day-to-day activities.

   f. Present majority of telelessons and other large group lessons.

   g. Supervise construction, administration and scoring of tests.

   h. Lead discussion groups.

   i. Assign term grades to students.

   j. Decide which students have passed the course.

   k. Decide when a student should be referred for disciplinary action.

4. The teacher's functions are:

   a. Work with the team leader in planning, presenting, and evaluating course.

   b. Present some telelessons.

   c. Help in planning day-to-day activities.

   d. Help proctor while team leader is making large group presentation.

   e. Help in constructing, administering, and scoring tests.

   f. Lead discussion groups.

   g. Help in assigning term grades and deciding which students should pass the course.

5. The intern's functions are:

   a. Work with the team leader in planning, presenting, and evaluating the course.

   b. Present some telelessons.

   c. Help in planning day-to-day activities.

   d. Help proctor while team leader is making large group presentation.

   e. Help in constructing, administering, and scoring tests.

   f. Lead discussion groups.

   g. Help in assigning term grades and deciding which students should pass course.

   h. Take roll, sign excuses, and report attendance.

6. The television director's functions are:

   a. Lead over-all planning and operation of the closed circuit television stations.

   b. Provide liaison between the television crew and the school administration.

   c. Provide liaison between the television crew and each team.

   d. Direct the majority of the television shows.

   e. Oversee the maintenance and repair of equipment associated with the television operation.

   f. Train student camera crews.

   g. Train new TV teachers.

7. The television technician's functions are:

   a. Aid in planning and operating the closed circuit television station.

   b. Do most of the maintenance and repair work on equipment associated with the television operation.

   c. Direct some of the telelessons.

8. The artist's functions are:

   a. Select and/or produce art-work materials for the telelessons.

   b. Maintain files of art materials.

   c. Order and distribute film for the entire school.

   d. Do the clerical work for the television department.

IV. SUMMARY

Eleventh-grade English, the Buena Vista course selected for intensive study, has a 25-minute telelesson three days a week; the telelesson is usually followed by a large group lecture. The other two days begin with taking roll and making assignments. The bulk of the period is usually spent in discussion groups. Approximately one-fourth of the total course time is spent in telelesson, almost half is spent in large group activities other than telelesson, and about one-fourth is spent in small group instruction. Large group instruction other than telelesson includes such activities as testing, assignment making, test correcting, and supervised study.

Eleventh-grade English meets in a room 55 by 80 feet that can be divided into two rooms. This room is equipped with six television receivers, a microphone and a Vu-graph overhead projector.

Mr. Tuck uses four fairly standard printed sources of material and makes extensive use of supplementary materials. For illustrating his lectures, Mr. Tuck has approximately 500 slides, 400 flat pictures, and 200 to 250 illustrations prepared by the artist, Mrs. Haenlein.

APPENDIX A

BACKGROUND, PROCEDURES, AND RATIONALE FOR TV

[Appendix A is a verbatim extract from pages 30-33 of the 1964-65 Buena Vista Bulletin for Teachers. It presents the background, procedures, and rationale for the Buena Vista closed circuit television plan.]

Educational Television:

185. Buena Vista #9 High School started using closed circuit television for educational purposes in the fall of 1959 in its new building which had been designed with this in mind. A professional staff of three consisting of a director, a technician, and an artist was engaged. These three were assisted by student cameramen who usually were students from Central Michigan employed by the school district as teacher assistants on a semester basis. This staff helped the teachers in their ETV preparations and presentations.

Subjects presented daily through closed circuit ETV were English 9, English 10, Civics 9, World History 10, Biology 10. Presented either two or three times weekly out of the five lessons were Algebra 9, General Mathematics 9, Geometry 10, Business Law 10, and General Science 9.

The length of the telecast portion of the lesson varied from ten minutes to a maximum of twenty-five minutes of the total class hour of fifty-three minutes. The numbers of the students in the various classes using ETV varied from 50 to 150. Actual telecasts were always done by the assigned teacher or by one of his educational assistants--not by trained non-teachers.

The maximum exposure of any one student in one school day was from a low of twenty minutes (two classes, each ten minutes) to a high of one hundred minutes (four classes of twenty-five minutes each).

Brief subject tests were given frequently to determine student acquaintance with the subject (s) presented.

Some brief conclusions on the basis of operation in Buena Vista to date are:

a. Back-to-back lessons taught via ETV were far less satisfactory in terms of student reaction than alternate ETV lessons and small group lessons.

b. From ten to twelve per cent of the students expressed a desire to withdraw from the large group classes using ETV and be instructed in small groups under traditional procedures. While this ten to twelve percent covered the full range of abilities the curve was heavy at both ends (especially the lower end) and was light in the middle ranges. [Some soon wanted to return.]

c. Classes taught via ETV which were small in number (50 or so) and which did not use ETV every school day showed the least gain in subject matter mastery over traditional classes.

d. The abilities or aptitudes between the 140 tenth graders of 1959 (who had received the ninth-grade subjects in the traditional method) and the 140 tenth graders of 1960 (who had been taught in the new high school with large groups with ETV, and with team teaching) were not measurably different.

e. The subject matter mastery of the 1960 group increased by 20 points on a 185 point test on English while the improvement in General Science was 17 points a 100 point test. The same tests were used each year but the instructing teachers did not administer or even see the tests used.

In Algebra and in General Mathematics no gain or loss in tests given was noticed. No tests were given in the Social Studies field.

TV Preparation Procedure:

186. Conferences will be held two days before the telelesson, Thursday for Monday's telelesson, Friday for Tuesday's, Monday for Wednesday, etc. At these conferences visual material will be worked out. The teacher is to have completed a rough written outline of material to be covered. Those instructors with multiple telelessons must have an outline for each course. If this is not done, no conference will be held at the schedule time. An entry must be made in the TV Plan Book for each lesson at this time.

187. A form for art work will be completed and submitted to the director at the conclusion of the conference. All art work must be approved by the director of the telelesson. The artist works only for the TV director.

188. The following items must be in the control room shelves at least one day before the lesson is to go on. The materials for Tuesday 4th hour are due Monday 4th hour.

a. A complete typewritten script on DEPARTMENT FORMS provided at the time of the conference.

b. All slides and pictures with numbers for identification and any special props which are to be used.

189. The telelesson will begin at the start of the period and will end twenty-five minutes after the beginning of the class. If any instructor wishes to schedule the telelesson at a different time during the class period he must receive the approval of the principal, the TV Producer-Director, and the teacher whose telelesson immediately follows his. This must be done before the conference for the period affected.

190. Use of films and film strips should be indicated in writing before the telelesson. An effort should be made to notify the television staff of all cancellations of telelessons for testing, etc., for the entire week, by Wednesday of the preceding week. This will enable us to assign that "air time" to another teacher. [Seldom, if ever, requested]

191. If any of these conditions are not met, the telelesson for the day affected will be cancelled, and an entry in the log will state that the telelesson was cancelled because of lack of preparation on the part of the teacher.

192. There will be no exceptions to this stated policy without the permission of the principal.

193. Last minute art work will NOT be accepted. Minor changes may be made in the script up to two hours before air. All art work must be in by two hours before the broadcast, including that by the artist.

194. In an effort to increase flexibility, the television studio may be used by any teacher if the following conditions are met: On Thursday of each week the bulletin will contain a list of those periods during the following week which will not be used by the scheduled TV teacher. Before the close of school that evening any teacher desiring to use any of those free periods should notify the principal as to the particular period desired and the general use to be made of the televised time. Upon written approval of this request the instructor should notify the TV Producer-Director and schedule a conference. The same procedure as outlined above will then be followed.

195. This flexibility in scheduling telelessons should be of benefit to all teachers. However, to be successful absolute adherence to the established procedure is necessary.

196. Conferences will begin September 7, but teachers are encouraged to begin preparation immediately. The first telelessons will be on September 14th.

Telelessons and Large Class Consideration:

197. Good preparation for the broadcast and follow-up seems to be the key to student interest and lack of discipline problems.

198. Unless considerable time is spent in obtaining materials and conceiving unique means of conveying the concept to be taught, the presentation will degenerate into a typical lecture which will have little meaning for the students. As many teachers have pointed out,

there has been very poor teaching by college professors on TV who are simply lecturing. Another typical weakness is thinking that writing on a chalkboard or presenting the printed word is satisfactory to enthrall the students. The important ingredients for a good presentation seem to demand:

a. an imaginative instructor

b. with adequate time for preparation

c. and the materials available to illustrate the concepts being taught.

199. The instructor's daily lesson plan should contain:

a. Concepts to be taught.

b. Methods of presentation.

c. Type of follow-up to be used, including a list of vocabulary words and reference books.

200. Since materials are going to be of great importance to the teachers, suggestions would be:

a. Collect all the picture magazines available for a library of materials.

b. Obtain pictorial books for the library.

c. Write to foreign consulates, business firms, governmental agencies, and other sources for any free materials they may have available.

d. Inform other teachers and friends of the need for specific materials.

e. Secondary school teachers may find many illustrations and materials on an elementary level that are very suitable for TV presentation. Simplicity is most impressive as it does not detract from the lesson while reinforcing the point.

Presentation of Telelesson

201. TV instructors need to give great attention to their speech. Excellent articulation is imperative and teachers should be more deliberate in their delivery than when ordinarily speaking. Repetition of important points is quite important.

202. It is advisable to have students taking notes during the presentation.

203. Instructors should be natural before the camera.

Organization of Class During Presentation

204. The TV presentation begins with ringing of the last bell for class and students should be prepared with notebooks and pencils ready to take notes by the time the thirty seconds is up and the telecast begins.

205. At the first of the year a mimeographed check list may be given out to the students to make out. This could contain biographical items of interest to the teacher regarding the student, such as family membership, schools attended, travel, hobbies, interests, etc.

206. The teacher should make out the seating chart for the class.

207. Assistants have seating charts for roll taking and should note students who are tardy or talk during the presentation. A count of such demerits may be kept. This should influence their citizenship mark.

208. An orientation period for students to the TV type of presentation should be planned this may include:

a. Seating arrangements

b. Grading System

c. Routine procedures, such as who turns on the TV sets

d. What is the purpose of this?

e. What is the teacher responsibility?

f. What is the pupil responsibility?

g. How to take notes.

h. How to outline.

i. How to project your voice.

j. What good is this subject going to do me?

k. Accustom students to idea of standing when speaking in class.

209. The follow-up is the most important part of the lesson.

a. It gives the teacher the opportunity to pursue questions as well as to stimulate discussions concerning the TV lesson or other related areas. Audio visual techniques should not be reserved for use on the TV only, rather; these aids should be an important asset to the teacher in the follow-up. Avoid the temptation to rehash the materials in the telelesson.

b. Gives the students the opportunity to apply and expand the concepts presented on the telelesson. The student is encouraged to ask questions for clarification of principles or to broaden the scope of his personal understanding.

APPENDIX B

ADVANTAGES OF TV OVER LIVE LECTURES

[One of the most common questions faced by those working with closed circuit television is the possible advantage of this medium over large group instruction with the teacher present. Appendix B lists the advantages, given by the Buena Vista people, of television over live, large group instruction.]

One of the questions frequently asked concerning use of television in the classroom is what advantage it gives over live lectures. According to Mr. Tuck, the following advantages are apparent.

1. Visuals, e.g., pictures from a book, can be handled more effectively and in an easier manner. A whole class can see one postage stamp-size picture blown up to the size of a TV screen.

2. Superimposition of key and unusual words on other visuals is more readily possible.

3. A number of audio and visual resources can be combined with a minimum of teacher effort and planning. This facet is handled by the television director and his staff.

4. Television permits unusual visual effects.

5. Charts, graphs, and outlines are made in advance by an artist.

6. Television is an attention fixer. The student has only TV to watch, so he tends to pay attention.

7. The teacher plans more intensively and in more detail because he never knows who may be watching. The fact that his lessons are visible in the staff room, the principal's office, and the superintendent's office and are visible to colleagues and guests stimulates optimum performance.

8. Television forces the teacher to be inventive. The camera should be focused on something besides the teacher at least 50 per cent of the time. This presents a challenge to develop ideas to take the camera away from the teacher.

9. The teacher is not distracted by problems of pupil discipline. He can assume that all is well in the classroom.

10. Television allows more time for preparation. (This assumes that the alternative is teaching in a regular classroom.)

11. Because of the detailed, long range planning, a teacher is less likely to be sidetracked by students.

APPENDIX C

[Appendix C is an extract from a paper presented by Mr. James Tuck at the National Conference of the National Association of Educational Broadcasters at the University of Missouri.]

IMPROVEMENT OF TEACHING BY TELEVISION

Proceedings of the
National Conference of the
National Association
of Educational Broadcasters
at the University of
Missouri

by Mr. James R. Tuck

BUENA VISTA HIGH is located east of Saginaw, Michigan. It serves a racially and culturally heterogeneous community which is three-quarters suburban and one-quarter rural. It depends heavily on closed-circuit TV, team teaching, and large group instruction to instruct its eight hundred students. Because of the extensive use of locally originated TV classes, an examination of its philosophy, some of its unique techniques, and what we consider to be some considerable advantages accruing to our small, closed-circuit operation may be of interest to this conference.

Our program springs directly from years of teaching that caused our superintendent Joseph G. Barr to evolve an exciting educational philosophy. He feels that a good school system must attract the very best teachers it can find, spread each teacher's effort to a student audience of maximum number, and give them superior tools with which to work. He feels that freeing them from needless repetition of subject matter and nonteaching routine duties will also boost the quality of instruction. He also feels that teachers must receive adequate time if they are to make the superior preparation that good teaching requires.

Since our district is relatively small and relatively poor, it was forced to depart from the traditional forms to implement its philosophy. Convinced of the educational potential of television, Mr. Barr and the school board decided to employ this medium extensively in the new high school which they opened in 1959. To attract superior teachers a system must pay higher than average wages. To do this, our system searched for a way to hire fewer high-priced teachers and to spread their abilities to a large number of students. Hence the marriage of team teaching, large group instruction, and close-circuit television.

A team consists of the best teacher in a given field whom a modest monetary bonus can attract, another fully qualified but often relatively inexperienced teacher, plus one or more assistants who are college students at nearby Central Michigan University, learning their profession on a five-year program that includes three semesters of teaching experience. This team is expected to carry instruction to 350-400 students if its sole duty is large group instruction. This consists of two or three rather large sections.

Duties within the team vary according to experience, ability, and resourcefulness of its members. The team leader organizes the content of the course, leads and directs the efforts of the team, does the bulk of the telecasts and most of the large group follow-up, aids in the correction of papers, figures the grades of each student, and is responsible for all facets of the team's program. The second teacher is the chief discipline agent within the classroom, proctors the class during the telecasts, aids in the follow-up, does an occasional telecast, aids in correcting papers, and usually teaches two or three traditional classes. The assistants take roll, sign slips, run errands, correct papers, type, teach in small sections, and relieve the teacher of as much routine work as possible.

As a teacher, Mr. Barr had often experienced the soul-grinding, initiative-sapping repetition involved in teaching the same material to five or six sections a day. By grouping these sections into one group of 150-200 students (seldom more than 160) a teacher can be more enthusiastic in his presentation and can use the released time to do really extensive preparation. These groups meet as a whole for TV two or three times a week, stay in this group for follow-up, and are usually tested as a large group. They split into smaller groups, and study groups two or three days a week. We found that much more can be accomplished in a large group than many traditionalists are willing to admit.

To receive our telecasts we have one room which seats 130 and uses six twenty-one-inch receivers. We are in the process of replacing a 180-student room with two rooms capable of handling 200 students. These rooms will soon be equipped with 6x8-foot screens and projection TV receivers. Our auditorium can handle groups of up to 500, but the largest class we have there numbers 180. It has a 6x8-foot screen and rear projection TV.

Our own studio, equipped for about $40,000, has two studio vidicon four-lens cameras, one industrial view-finder camera with a zoom lens, a film chain for projecting 35mm slides and filmstrips as well as 16mm movies, an audio tape recorder and transcription turntable, plus lighting and transmission equipment sufficient to send our programs over our building-wide closed-circuit wires. In addition, the prep room has a printer for making ozalid acetates, tape recorders and record players, slide-filmstrip projectors, 16mm movie projectors, opaque projectors, overhead projectors, a 35mm camera with copying rack and lights, a polaroid camera, a five-lens movie camera, a photographic dark room, a three-quarter-inch typewriter, super boards, and a fair supply of maps, charts, models, and other assorted visual aids. These resources are used not only for TV production, but for all classes throughout the school.

To implement our TV productions, we employ a full-time director of ETV who boasts a solid electronics engineering background. He directs thirty-four half-hour telecasts a week, administers the department, makes most of our photographic and acetate visuals, supervises and aids in technical maintenance and installation of equipment, trains our student camera crews and our new TV teachers, advises the audio-visual equipment of the entire school district. In his spare time he is reconditioning and installing a pipe organ he salvaged at little cost from a dismantled church.

He is supported in his efforts by a production assistant, technician. This man does the bulk of the maintenance of all our equipment, directs six programs, and aids the director in his manifold duties. Either of these two can assume the whole burden in a pinch--thus our ETV director can attend this conference while back at the ranch everything operates at a nearly normal clip.

A full-time studio artist prepares original art work for the TV teachers, runs down flat pics on request, prepares supers, orders and distributes film for the whole school, and does the clerical work of the department.

Thirty-six trained student cameramen and eleven studio teachers (who also design the course, lead the team, do most of the classroom teaching, and often head a department) round out the ETV team. Together we create, produce, and deliver forty educational telecasts or twenty hours of live TV each school week. Somehow we all manage to keep busy. We utilize large group, team TV instruction in all four years of English, general math, algebra, geometry, commerical math, business law, biology, general science, earth science, ninth-grade civics, world history, and have used it for chemistry. We receive two open-circuit broadcasts from Central Michigan University in senior government-economics and U. S. history. We also operate some traditional-size classes in each of these areas. Hence, we have some basis for comparing our peculiar institution with both the old and the new.

Modesty forbids that I evaluate the general excellence of our programs. However, we are proud of our quality and need not hang our heads when guests compare us with open-circuit offerings locally available.

Since we lack video tape and kinescope facilities, I regret that it is impossible for us to exhibit any sample telecasts. However, I would like to describe a few things that we do that cannot be done by open circuit. We have a direct audio link, called the big ear, between the classroom and the studio, over which we can effect two-way communication. The studio teacher and the director can hear all that transpires in the classroom. We keep tabs on the learning situation in the room. We know that the room is quiet and that the TV sets are on, for instance. We can stop, slow down, or repeat if the teachers at the other end so signal. We can call on individual students to recite about a visual, or they can question us if they so desire.

We do classroom remotes where the teacher stands in the class gauging reaction and response to visual material manipulated in the studio. This can be especially effective in presenting humorous literary material, when close timing of audience response is of the essence. Also, after doing part of the tele-lesson from the studio, we sometimes adjourn to the room to continue in person for questions and recitations which utilize the visuals we have been using in the studio. We conduct some very effective classroom spelldowns and quizdowns in which the class sees the correct spellings or answers on the screen, reinforcing the audible answers from the contestants. We combine quiz-show drama with classroom presence. I have a really crazy audience-participation lesson on interpretation of phonic symbols during the dictionary unit. Our sing-along would make dear old Mitch jealous, because he can never be sure how the audience sounds. We use this while studying folk music and literary ballads. It works for Oklahoma, too.

We use the receivers to project movies, play records (often illustrated by original art work), tune in on significant eyewitness programs (the Glenn Flight, the assassination, etc.), and present TV drama done by student casts. We use TV for school-wide assemblies, since our auditorium will not seat the whole school at one time. We have used it to centralize instruction for school-wide testing programs, allowing one skilled tester to give uniform instructions to all. Another value of having closed-circuit TV is that teachers can attract outstanding local resource people to talk to their classes. The glamour of the medium and the fact that a "wheel" may come to talk to 150 students when he will not come for 20 helps lure them in.

I have little to offer in the way of specific unique TV techniques. You may be interested in one of my gimmicks, however. In teaching points of grammar I use dramatic pictures or cartoons to arouse an interest among the students and to rivet attention on the set. Then an illustrative sentence dealing with the picture is supered from a white card. This white card dims the picture, which we then fade out while discussing the grammatical implications of the sentence. Next, we make corrections, label parts of sentences, draw arrows, rewrite, and generally tinker with the sentence. By doing this work on the blackboard and watching the monitor to check position, we can super this material directly over the typed card. By using a black coat and a black glove we can create moving supers that float by magic, as it were. We find the blackboard to be a wonderful asset, but we seldom use it just as a blackboard.

We claim some unique advantages for our system as opposed to open circuit. First, we have eliminated the jealousy that frequently develops between the studio personnel and the follow-up teacher. Who can argue about incompetence at either end of the line when you are one and the same person? I know that each end is doing its level best all of the time. Next, we have absolute correlation between the TV and the classroom as far as course content is concerned. We design our courses specifically for our students with their specific limitations and strengths in mind--not for the average student of our state or geographical section. We can vary the number of telecasts each week, even eliminating them if some other medium will do the job better. For instance, when we have speeches, I suspend TV for a week and let some other teacher use my air time. If a telecast does not do the job of teaching that we expected of it, it can be repeated in altered form. We can evaluate the effect of our telecasts immediately, and correction is a matter of minutes. If our school day is interrupted by weather, assemblies, schedule conflicts, or other acts of God, our TV sections do not fall behind the hurried pace of the open-circuit teacher.

In passing, may I note that clearance of films and other copyrighted visuals is easier and more informal than is often the case with open circuit. Also, we can test our TV visuals for legibility and view-ability in the room where they will be received. What will work in one room and with a receiver of a certain size may not be very satisfactory under another set of conditions. Our visuals are visible in our classroom. One cannot always make this claim for open-circuit productions.

In closing, may I say that our peculiar instruction, closed-circuit TV for a single school, does reach the goals that our superintendent had in mind when he designed the system. In addition, it stimulates not only the TV teacher but every teacher in the building to higher achievement and more noble effort than does a traditional system. We are stimulated by each other's creativity, by the TV set in the bosses' offices, by the goldfish-bowl existence that we lead, and by the ever present example of large-scale open-circuit TV. We like it, or we would not stick with it. Risking the use of a cliche, I paraphrase a particularly loathsome commercial--"Please, Mother, I'm glad I do it myself."

APPENDIX D

LESSON PLAN FOR 11th GRADE ENGLISH

Appendix D gives the day-by-day activities, content, time schedule, and assignments for 11th grade English at Buena Vista High School.

APPENDIX D

Date	Activity	Content	Time	Assignment
Sept. 8		Find Classes	15	
W 9	Large group	Rules Orientation	38	
		Seating	15	
10	Large group	Distribute texts	45	Practical English - Survey test - one page - Article pages 10-12
		Working on assignment	8	
F 11	Half group (two groups)	Recitation on survey test	25	
		Working on assignment	25	Four page test of usage from Practical English
M 14	Telecast Large group lecture	Corrected assignment (pp. 21-22)	20	Practical English pp. 24 & 25; p. 36
		Corrected pp. 23-24	30	
15	Large group lecture	Discussed movie version of "My Fair Lady"	25	Student Handbook for Study of Literature pp. 1-25 (in library)
		Lecture - view graph-terms in literature	28	
W 16	Telecast	How to take notes on literary telecast	25	Student Handbook for Study of Literature pp. 25-54
	Large group lecture	Looked through literature text	25	
17	Large group lecture	Quiz on handbook	10	Read short story - Text
	Half group	Discussion of Student Handbook for Study of Literature	43	

Date	Activity	Content	Time	Assignment
Sept. 18 F	Telecast	"Secret Life of Walter Mitty" - oral interpretation	15	"Oklahoma" - text pp. 42-51
	Large group lecture	"The Plotless Style"	20	Take reading notes on this
		Assignment	15	
M 21	Telecast	"Oklahoma" - Visual introduction	20	Article-essay "Where the Scng Begins"
	Large group lecture	Classroom sing along	15	
		Assignment	10	Test - pp. 51-54 - Answer questions p. 54. Review pp. 1-25 of Student Handbook for Study of Literature
22	Half groups	Discuss "Where Song Begins"	26	"Death of the Hired Man" - Answer questions
		Discuss pp. 1-25 of Student Handbook for Study of Literature	27	
W 23	Telecast	"Death of the Hired Man"	15	Answer additional questions on "Death of the Hired Man"
	Large group lecture	Viewgraph - Develop poetry note-taking form	38	
24	Small groups	Discussed two work sheets on "Death of the Hired Man"		Read four remaining poems in literature unit and take notes
F 25	Telecast	Poetry enrichment - read (with drawings)	20	
	Large group lecture	Collected note sheets from #13	5	Start reading for book report
		Put model note sheet	28	

Date	Activity	Content	Time	Assignment
Sept. 28 M	Telecast	Demonstration of how to do assignment in Practical English Work on assignment	20	Do page in Practical English - p. 27 Study pages 4-14 in Practical English including questions
29	Large Group lecture Small groups	Correction of work papers Discussion of "Know Your Library"	10 43	"Captain Smith Among the Indians" "Tobacco Deal" (take notes)
W 30	Telecast	"Western Star" (S. V. Binet)	25	Short story - 6 pages long
	Large group quiz	Library materials Assignment	10 18	"Mark 16:23"
October 1	Small groups	Discuss three stories assigned this week - collect notes	53	Review for test in Student Handbook for Study in Literature and first two issues of Practical English
F 2	Telecast Large group test	"Western Star" - 2	25	Practical English - four workbook pages
M 5	Telecast Half groups	Study Habits Corrected Practical English assignment	25	"Early Marriage" (story) 12 pp. take notes
6	Large group Small groups	Collected notes Discussed story	5 48	Two stories - 12 pp.
7	Telecast (University Days) Large group	Thurber Collected notes Read on assignment	25 5 23	Two stories - 12 pp.
8	Small groups	Preview first unit test Discussed two assigned stories	10	Review for unit test 75 pages plus two Practical English issues

Date	Activity	Content	Time	Assignment
October 9 F	Telecast	Introduction Record (part of test - took reading notes)	2	Practical English pp. 13-16 - workbook two page reading assignment
	Large group	Test	41	
M 12	Telecast	Panel discussion vocabulary assignment	25	Practical English pp. 25-27
	Large group	Corrected remainder of assignment	28	Work on book report
13	Large group	Correct exercises Writing five page book report	10 43	Read pp. 290-301 Text Write out questions
14	Telecast	Colonial Authors 1600-1930 Review of early Colonial writers	25	pp. 302-310 - Answer questions on p. 305 and 310
	Large group	Vocabulary words on viewgraph	28	
15	Half groups	Recitation on parts 1, 2, & 3 of Franklin unit	53	None
F 16	Telecast	Colonial Writers II Revolutionary Period	25	Practical English - four pages
	Half groups	Recitation - first two parts of Franklin	28	Watch the "Fantastics" on T.V. (about half did so)
M 19	Telecast (Horn)	Panel of six who had seen "Fantastics" and who had read	25	Part IV Ben Franklin 8 pp. Write answers to questions
	Large group	Correct Practical English assignment	15	
20	Small groups	Study assignment Discuss Ben Franklin	10 53	Work on vocabulary

Date	Activity	Content	Time	Assignment
October 21 W	Telecast	Colonial Writers III	25	No assignment
	Large groups	Quiz on Parts I,II, & III of Colonial Authors - scored in class	28	
22	Teachers' Institute			
F 23	Teachers' Institute			
M 26	Telecast	Panel on vocabulary (with the class in recitation (10 words)	20	40 quotations from Ben Franklin to ponder
	Large group	Viewgraph for rest of words (Horn)		
27	Small groups	Talked about 40 quotations from Franklin	53	Study pp. 320-321 (Over-all review questions)
W 28	Telecast	Biographical sketch on Franklin	5	Review for test
	Large group	Quiz on Colonial authors	10	
		Time to review for test	18	
29	Large group	TEST - Franklin	53	Work on hink-pinks (Rhymie-Stymies) Two poems - 8 pages
F 30	Small groups	Read the two poems line by line	53	"Crossing the Great Salt Desert" - 4 pages - Write essay questions
Nov. 2	Telecast	"Northwest Passage" (Did Battle of St. Francis)	30	Studied Practical English pp. 8-9 Article from Practical English 10-11.
	Large group	Collect questions	5	
		Worked on next assignment	18	

Date	Activity	Content	Time	Assignment
Nov. 3	Half groups	Corrected assignments	53	Read p. 12 of Practical English. Write a four-page theme - due Friday
W 4	Telecast Large group	American folk songs Sing along - Hootenanny (with four other classes)	25 28	Read "Leader of the People" - pp. 108-117. Write out questions 1, 2, & 3. Write a paragraph about each one
5	Large group Small groups	Collected questions Discussed stories	5 48	Review unit
F 6	Telecast (Erdman) Large group	Outlining a theme Unit test - Spanning the Continent	10 43	Review Practical English for mid-semester quiz
M 9	Telecast (Erdman) Large group	Sentence organization Midsemester quiz in Practical English	15	Practical English pp. 7-9. Review pp. 14 and 16.
10	Large group Small groups	List vocabulary words Discussed Practical English assignment	10 40	Practical English p. 23 Write a theme (due Monday)
11	Telecast (Tuck and Horn)	Discussed poems from Sandberg and Whittier	20	pp. 133-137- Holmes "Freedom of Thought" and Declaration of Independence
	Large group Large group lecture	Essay questions of a poem Sandberg's poem on habit	15 18	
12	Large group	Quiz on Freedom of Thought and Speech	10	Text - 10 pages pp. 127-137.
	Small groups	Discuss Declaration of Independence and freedom of thought and speech	43	Write out questions

Date	Activity	Content	Time	Assignment
Nov. 13 F	Telecast (Horn, Head of Guidance) Large group	Careers and how to work with guidance	25	Practical English pp. 33-36 including a workbook unit
		Questioned guidance director	28	Essay to write (assigned Tuesday)
M 16	Telecast Large group	Teenage Bill of Rights	25	Jefferson's Inaugural Address and Lincoln's Inaugural Address (six pages)
		Corrected Practical English assignment	15	
		Talked about next writing project - The Parent's Bill of Rights	18	Parent's Bill of Rights - Discuss Monday
17	Small group	Read aloud parts of inaugural address - discuss	53	Essay by La Guardia Write vocabulary exercise
W 18	Telecast (Horn)	Panel on "Teenage Bill of Rights"	25	Practical English Write answers to questions
		Duties and responsibilities inherent in "Bill of Rights"		Practical English Reading
	Large group	Quiz	5	
		Viewgraph - Know-Your-Words	23	
19	Small group	Correct written assignment	25	None - except be prepared to do book review
		Discuss LaGuardia essay		
F 20	No Telecast Large group	Write book reviews Has prepared questions they write to	53	Work on Monday's theme
M 23	Telecast Large group	Vocabulary review	25	Story - 8-10 pp.
		Collected essay	5	
		Assignment	23	

Date	Activity	Content	Time	Assignment
Nov. 24	Large group	Quiz	10	"World Without Sight" 10 pp.
	Small groups	Discuss story	43	
25	Small groups	Discuss story	53	None
26	Thanksgiving			
27	Thanksgiving			
M 30	Large group	Distributed Practical English and worked on assignment	38	Assigned theme for Friday on teenage drinking
		Suggested topics for assignment	15	
Dec. 1	Small groups	Worked on previous assignment	40	Review for test
		Worked on next assignment	13	
W 2	Telecast (Horn)	Dummies with dunce caps Bawled out for errors in compositions	10	Study 322-328 text on Washington Irving
	Large group	Unit test	43	Questions for oral discussion
3	Small groups	Discuss Washington Irving	53	Remember theme due
F 4	Telecast	Parallel authors of Period - Bryant, Cooper, Poe, Freneau	25	Reading - pp. 329-342
	Large group	Quiz on telecast	10	
	Large group	Record on Poe	18	
M 7	Telecast	Film over television	30	Theme due next Monday
	Large group	Quiz on film	10	
	Large group	Work on assignment	13	Compare and discuss Old English Chrismas with our Christmas

Date	Activity	Content	Time	Assignment
Dec. 8	Small groups	Read and summarized part of Washington Irving's Christmas Story	53	Start work on theme
W 9	Telecast	Romantic elements in literature and film on J. F. Cooper	35	Study 342-349 (story) Write list of romantic elements in story
	Large group	Quiz	10	
	Large group	Lecture on romantic elements in Cooper film		
10	Large group	Distributed Practical English	5	Write out pp. 15-19 from Practical English workbook
		Discussed story "Devil and Tom Walker"	48	Optional - study pp. 10-14
F 11	Telecast (Horn)	Cutting from Cooper's "The Pioneers"	35	Work on Monday's theme
	Large group	Corrected Practical English assignment	18	
M 14	Telecast	Illustrations from Irving's books His stories & trends	25	Read 10 pp. in text
	Large group	Collected theme	5	
		Next assignment	23	
15	Small group	Discussed preceding assignment	53	16 vocabulary words to use in sentence
W 16	Telecast	Panel on words - superimposed words on picture. Students would compete to give sentence using word in picture	20	Unit review and bring outside reading book to class

Date	Activity	Content	Time	Assignment
Dec. 16	Small groups	Called on students to read sentences	33	
17	Large group	Unit text (when finished could read outside book	53	Continue outside reading
F 18	Telecast	Homonyms from English handbook	20	Worksheet on tense of verbs
	Large group	Buddy-study of homonyms	33	(Mr. Tuck made up work sheets - sets of three or four short sentences to combine by subordination)
M 21	Telecast (Horn)	Student panel for correction of work sheets	25	
	Large group	Quiz - homonyms	10	
		Assignment	18	
22	Small groups	Worked on combining sentences	53	Be ready for book review
W 23	Cancelled for Assembly			
January 4	Large group	Book reports - Write answers to questions	53	Thoreau - 6 pp. - text
5	Large group	Gave assignment	8	Gave several authors of Thoreau period to look up in encyclopedia
	Small groups	Discussed six pages of Thoreau	45	
W 6	Telecast	Longfellow - ran everything	50	pp. 366-376 in text
7	Large group	Hand out Practical English	8	
		Quiz on Thoreau	10	
	Small groups	Discuss Quiz	35	

Date	Activity	Content	Time	Assignment
January 8	Telecast	Practical English Correct exercises Have panel	30	377-382 text Thoreau - "Rebel"
F	Large group	Correct balance of assignments	10	
		Read pp. 8 and 9 of Practical English	13	
		Do quiz on p. 24 of Practical English		
M 11	Large group	Thoreau film strip	53	Read Part IV Thoreau pp. 377-382
12	Small groups	Group discussions of Part IV - Thoreau	53	Work on encyclopedia articles due Friday
W 13	Telecast	Biography of Holmes, Bryant, Lowell	25	Review for unit test
	Small groups	Group discussions - "Civil Disobedience"		
14	Large group	Thoreau unit test	50	Vocabulary review for final
F 15	Telecast (Horn)	"Care and Feeding of Falacies"	15	Review all literature units so far
	Large group	Viewgraph - vocabulary review	35	
M 18	Telecast	Panel - Objective literature review	20	Review all Practical English issues since Sept. 14
	Small groups	Continue literature review	30	
19	Small groups	Grammar Review	50	Good luck on exam Thursday
W 20	No class held			

Date	Activity	Content	Time	Assignment
Jan. 21	Large group	Final exams	90	None
F 22	No class held			
M 25	Large group	Review final exams	50	Study Parts 1 and 2 of Whitman unit pp. 386-392
26	Large group	Study assignment	10	None
	Small groups	Group discussion of two poems	40	
W 27	Telecast	Whitman's Poetry - three poems	15	Text - pp. 392-394
	Large group	Worksheet on one supplemental poem	35	
28	Large group	Choral reading	30	Study pp. 408-409 Whitman's contemporaries
	Small groups	Discuss two poems	20	
F 29	Telecast	Biography of excerpts of Whittier, Dunn, Melville	30	None
	Large group	Symbolism in "When Lilacs Lost in Door-yard Bloomed"	20	
February 1 M	Large group	Student and teacher reading of "Lilacs"	50	Worksheet on front half of "Lilacs" pp. 396-398
2	Large group	Roll and hand back assignments	10	Finish balance of worksheet - pp. 399-401
	Small groups	Continuation of discussion of "Lilacs"	40	Know Your Words p. 401

Date	Activity	Content	Time	Assignment
Feb. 3 W	Telecast Large group	Vocabulary review Correction of work-sheets I and II	20 30	Read 401-406
4	Small groups	Discussion of "Passage to India" and "Joy, Shipmate, Joy"	50	Review for Unit Test
F 5	Telecast Large group	Practical English words 1: Better Writing Whitman Unit Test	15	Complete survey test in Practical English
M 8	Telecast Large group	Mark Twain's Historical Context Correct survey test	30 20	Study text pp. 410-418 Write out Know Your Words
9	Small groups	Discuss Twain's "Boy's Ambition"	50	Study pp. 419-426 on Yarns
W 10	Telecast	Introduction - "Mark Twain Tonite"	10	Study 426-440 - Huck Finn episode
11	Small groups	Discuss Huck Finn	50	Review Unit
F 12	Telecast Large group	Crane, Dickinson, Garland, Harte, Lanier - Biography of short selections Played rest of Mark Twain record	30 20	Practical English assignment - workbook section
M 15	Telecast Large group	Practical English - Complete sentence Baby words Comma review Correct workbook section	25 25	Study for Twain Unit Test

Date	Activity	Content	Time	Assignment
Feb. 16	Large group	Twain Unit Test	50	Write thank you and condolence letters - Practical English Due Friday
W 17	Telecast	Hemingway Biography - Seven teachers acted version of "the Killers"	30	Study pp. 444-452 biography and poems
	Large group	Introduction of Stephen Vincent Benet	20	
18	Large group	Quiz	15	Work on letters
	Small groups	Discuss two poems	35	
F 19	Telecast	Garland - "Under the Lion's Paw" - short story with original art work	30	Practical English workbook - 5½ pp.
	Large group	Start Practical English	20	
M 22	Telecast	Correction Panel and Big Ear in Class on Practical English assignment	20	"Devel and Daniel Webster"- pp. 453-462.
	Large group	Start on assignment	30	Write out "Know Your Words"
23	Large group	Roll and hand back assignments	10	Study pp. 462-473
	Small groups	Discuss stories - students act out key passages	40	
W 24	Telecast	Introductory record - John Brown's Body	10	Worksheet on "John Brown's Body"
	Large group	Record from studio	40	
25	Large group	Continue record	50	Worksheet continued
F 26	Large group	Finish record	50	Finish worksheet

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Date	Activity	Content	Time	Assignment
March 1	Telecast	Prefixes and comma review	20	Workbook section Theme due Monday
	Large group	Work on Practical English assignment		from Practical English
2	Small groups	Recitation on written assignment	50	Read 473-482 in Text
W 3	Telecast	Tape with pictures - (student cast) "Listen to the People"	30	Unit review
	Large group	Quiz	15	
		Work on assignment	5	
4	Large group	Benet Unit Test	50	Practical English Workbook - two pages on figurative language
F 5	Telecast (Erdman)	Figurative Language	20	Finish theme
	Large group	Correct workbook	30	
M 8	Telecast	Nomenclature and organization of the short story	25	Study pp. 490-499
	Large group	Collect theme	5	
		Start assignment	20	
9	Large group	Quiz	10	Write out vocabulary on "Purloined Letter"
	Small groups	Discussion - "Purloined Letter"		
W 10	Telecast	Biography of Edgar Allen Poe and short story "Berniece"	25	Read pp. 503-513
	Large group	Quiz on story	15	
		Study assignment	10	
11	Small groups	Discuss "Fall of the House of Usher"	50	Practical English - Reading assignment

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Date	Activity	Content	Time	Assignment
March 12 F	Telecast	Practical English supplement on sentence structure and quote marks	10	Study Practical English issues for mid-semester test
	Large group	Record - "Masque of the Red Death" and "Black Cat"	40	
M 15	Telecast	Practical English supplement on revising	15	Read pp. 514-522
	Large group	Practical English mid-semester test	35	
16	Large group	Quiz -	10	Theme - p. 521 - Contrast Poe and Hawthorne - Due Monday
	Small groups	Discuss "Dr. Heidegger's Experience"	40	
W 17	Telecast	Biography of Hawthorne and "Monster's Black Veil" - read with pictures	30	Read pp. 521-529 Bret Harte
	Large group	Work on assignment	20	
18	Small groups	Discuss "Luck of Roaring Camp"	50	Work on Theme
F 19	Telecast	Biography of O. Henry and oral interpretation with pictures "The Two-Gun Man"	30	Practical English Workbook section
	Large group	Work on assignment	20	
M 22	Telecast	Panel and Big Ear - Correct Practical English assignment	15	Read pp. 535-540
	Small groups	Collect theme		
		Discuss "Gift of the Magi"	35	

Date	Activity	Content	Time	Assignment
March 23	Small groups	Discuss "Mystery of Heroism"	50	Read pp. 541-545
W 24	Small groups	Discuss "In Another Country"	50	Review for Unit Test Monday
25	No class held	Iowa Tests		
F 26	No class held	Iowa Tests		
M 29	Telecast Large group	Misplaced Modifiers Unit Test on Short Story	15	Practical English Workbook section
30	Small groups	Correct and drill on workbook assignment	50	Read pp. 547-552
W 31	Telecast Large group	Lyric Poetry Special Illustrations of poetic forms and terms	20	Read pp. 553-556
April 1	Small groups	Discuss five poems so far assigned	50	Review Part I - Early Romantic Poets
F 2	Telecast Large group	Poe - five poems Quiz on poems Study on Practical English assignment	25 15	Practical English workbook - 5 pp.
M 5	Telecast	Dangling participles and spelling demons	20	Study pp. 558-570
	Large group	Correct workbook	30	
6	Small groups	Discuss and read selections from three or four of assigned poems	50	Study pp. 569-570 and take notes

Date	Activity	Content	Time	Assignment
April 7	Telecast	Meter in Poetry	25	Study pp. 571-576
	Large group	Record illustrating meter in various poems	25	
8	Small groups	Discussion of Poets and Poems in reading assignment	50	None
9	Telecast	Inf. phrases and faulty comparisons	20	Practical English Workbook and three page article
	Large group	Recorded versions of poems studied	30	
M 12	Telecast	Panel reads selections from poems studied so far plus other poems from same authors	30	Study pp. 576-580
	Large group	Correct Practical English assignment	20	
13	Small groups	Discuss and read about poems assigned for today	50	None
W 14	Telecast	Twentieth Century poets-biographies and works	25	Practical English workbook
	Large group	Work on Practical English assignment	25	
15	Vacation			
F 16	Vacation			
M 19	Vacation			
20	Vacation			

Date	Activity	Content	Time	Assignment
April 21	Telecast	Sandburg and Frost - Poets to the American People	25	Read pp. 581-588
	Large group	Work on assignment	25	
22	Small groups	Read and discuss the assigned poems	50	Read pp. 589-592
F 23	Telecast	Modern Negro Poetry	20	Start theme using persuasion due Friday
	Large group	Work on assignment		
M 26	Telecast	Panel - Spot the Author from recorded selections	30	Review for Poetry Unit Test
	Large group	Individual review	20	
27	Large group	Poetry Unit Test	50	Review three Practical English articles on drama
W 28	Telecast	Structure of the one act play	20	Read pp. 641-653
	Large group	Work on assignment	30	
29	Large group	Roll and distribute completed assignments	10	Study Practical English article on "Reviewing"
	Small groups	Read "I'le" by Eugene O'Neill		
F 30	Telecast	Vocabulary words for "I'le," "Happy Journey," and "Oyster and Pearl"	20	Prepare for Book Review Tuesday
	Small groups	Discuss "I'le"	30	

Date	Activity	Content	Time	Assignment
May 3	Large group	Live performance - "Happy Journey from Trenton to Camden" by Pen and Pantomime in auditorium	37	Practical English Workbook assignment for Wednesday
		Discussion	13	
4	Large group	Book review in class	50	Practical English assignment continued
W 5	Telecast	Correction Panel and Big Ear for Practical English	25	Read "Oyster and the Pearl" pp. 662-672
	Small groups	Select cast for next play "Oyster and the Pearl"	25	
6	Small groups	Each group walks through performance of play	50	Read "The Pharmacist's Mate" pp. 673-692
F 7	Telecast	Pronouns and Antecedents	20	Practical English Workbook assignment - five pages
	Small groups	Select cast for play	30	
M 10	Telecast	Practical English Correction Panel and Big Ear	25	None
	Small groups	Further work on play	25	
11	Small groups	Play - "The Pharmacist's Mate" - three student casts	50	Start Unit review
W 12	Telecast	Panel review of plays and techniques	25	Study for Unit Test
	Large group	Test preview questions Lecture - Robert L. Egbert	25	

Date	Activity	Content	Time	Assignment
May 13	Large group	Unit test on Play Unit	50	Practical English Workbook section
14	Telecast	Letter of application for job	15	Write letter of application for want ad job.
	Large group	Correct Practical English section	35	
M 17	Telecast	Humorous Poems	20	Read pp. 595-600
	Large group	Work on reading assignment	30	
18	Large group	Quiz	10	Read pp. 601-606
	Small groups	Discuss "Father Opens My Mail"	40	
W 19	Telecast	Students read funny poems they have selected from own reading	20	Read pp. 606-611
	Large group	Work on reading assignment	30	
20	Small groups	Discuss reading assignments of Tuesday and Wednesday	50	Practical English 3 page article on fiction writing
F 21	Telecast	Punctuation, capitalization review	20	Practical English Workbook assignment
	Large group	Quiz on Practical English article	15	
		Work on assignment	15	
M 24	Telecast	Funny Story - "Now You're Tanned What?"	45	Review for Unit Test
	Large group	Correct Practical English assignment		

Date	Activity	Content	Time	Assignment
May 25	Large	Unit Test - Humor Unit	50	None
W 26	Telecast	"Cartoon Special" Students to supply punch lines	20	Book reports tomorrow
	Large group	Free reading		
27	Large group	Book Reports	50	Practical English - Review for semester exam
F 28	Telecast	Practical English - Semester Review - Panel	30	Continue literature review
	Large group	Start individual review for literature, second semester		
M 31	Telecast	"Yes Your Honesty" - Story promoting action	25	Read "First Day" - pp. 164-169
	Large group	Quiz	10	
		Work on assignment	15	
June 1	Small groups	Discuss story	50	Read "O'Mera, the Mayflower, and Mrs. O'Laurey" pp. 170-178
W 2	Telecast	Historical sketch - Immigrants of fame and fortune	20	Read "Four Generations" - pp. 185-192
	Large group	Quiz on "O'Mera"	10	
		Work on assignment	20	
3	Small groups	Discuss story	50	Read "The Japanese Trick" - pp. 193-197

Date	Activity	Content	Time	Assignment
May 4 F	Telecast	Poem - "Scum of the Earth" - teacher readers, students reactors	25	Review all stories in Unit Work on vocabulary
	Large group	Work on assignment	25	
M 7	Telecast	Biography review and identification of recorded selections by author and title	30	Conclude Review
	Large group	Free review time for individuals	20	
8	Large group	Check in books	50	Good luck on final
W 9	Large group	Final	90	

APPENDIX E

SUMMARY OF BUENA VISTA 11th GRADE STUDENT TEST RESULTS AND ABSENCES

I. RESULTS OF STANDARDIZED TESTS.

Buena Vista High School uses the Science Research Associates (SRA) and Iowa Tests of Educational Development (ITED) for obtaining standardized achievement information. Selected summaries of this test battery are given in Tables 1 and 2.

Table 1 shows standard score values for three racial groups (11th grade level) at Buena Vista. The three groups are Caucasian, Mexican, and Negro. As can be seen from Table 1, in general the Caucasian students performed best, the Mexican students second best, and the Negro students least well. Since the Negro population of Buena Vista High School is increasing, this trend may suggest a future problem.

Table 2 shows the relative status, in percentile ranks, for Buena Vista students in the 9th, 10th, 11th, and 12th grades for the 1962 revision of the ITED. In general, Buena Vista scores are below the national average. However, a rather constant improvement in standing is evident as students progress from the 9th grade to the 12th grade. This improvement suggests that the education given at Buena Vista High School may be of better than average quality, despite the generally low scores.

II. ATTENDANCE INFORMATION.

One of the most difficult problems faced by the teacher is student absence. The entire class might be held back if several students are absent. To permit study of this problem as it exists at Buena Vista, attendance information was gathered, and summarized and is presented in Tables 3, 4, and 5.

Table 3 shows a week-by-week breakdown of the absences, for the first and second semesters. Except for the first week of school, for which the attendance accounting probably is not accurate, absences ranged in number from 21 to 88 with the average being slightly over 50.

Table 4 shows frequency distributions, by semester of absences for individual students. Table 5 gives the same data for the entire year. All three distributions are badly skewed with most students being absent on few occasions but with some being absent very frequently.

Table 1

Standard Score Values for Three Racial Groups in the 11th Grades at Buena Vista High School

	N	1 Bkgrd Soc St	2 Bkgrd Nat Sci	3 Corr of Expr	4 Quant Think	5 Reading Soc St	6 Reading Nat Sci	7 Reading Lit	8 Gen Vocab	9 Composite 1-8	10 Use of Sources
Code 1 Caucasian	118	16.4	17.2	15.5	14.6	15.7	16.5	15.4	16.3	16.8	15.6
8 Mexican	15	12.2	13.5	14.2	10.6	11.5	12.9	13.4	13.7	13.1	12.9
9 Negro	35	12.7	12.2	12.0	9.8	11.0	12.3	12.0	12.2	11.7	10.1

Table 2

Relative Status (Percentile Norms) of Buena Vista High School

for 1962 Revision of ITED

Grade	N	1	2	3	4	5	6	7	8	9	10
9	245	30	29	24	15	19	25	24	19	20	23
10	222	34	27	23	25	21	32	29	25	24	29
11	168	44	36	31	33	34	47	38	40	39	32
12	160	51	38	31	35	29	41	45	40	37	39

Table 3

Eleventh Grade Absences, by Weeks at Buena Vista High School

Week	First Semester	Second Semester
1	2	85
2	37	88
3	28	44
4	45	55
5	55	44
6	36	61
7	21	61
8	27	60
9	34	42
10	53	55
11	77	78
12	26	41
13	48	39
14	76	60
15	69	62
16	30	71
17	46	44
18	74	
TOTAL	784	990

Table 4

Frequency Distribution of Absences,

by Student and Semester at Buena Vista High School

Number of Absences	First Semester	Second Semester
39-41		1
36-38		
33-35		3
30-32	2	
27-29	1	2
24-26	1	1
21-23	1	3
18-20	1	8
15-17	7	4
12-14	9	5
9-11	9	9
6-8	25	14
3-5	25	45
0-2	63	45
TOTAL	144	140

Table 5

Frequency Distribution of Total Absences,

by Student and Semester at Buena Vista High School

Number of Absences	Frequency
65-69	1
60-64	
55-59	2
50-54	2
45-49	1
40-44	3
35-39	4
30-34	3
25-29	4
20-24	9
15-19	10
10-14	21
5-0	42
0-4	40
TOTAL	142